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REVIEW
ENGLISH GRAMMAR
FOR
SECONDARY SCHOOLS

ALLEN

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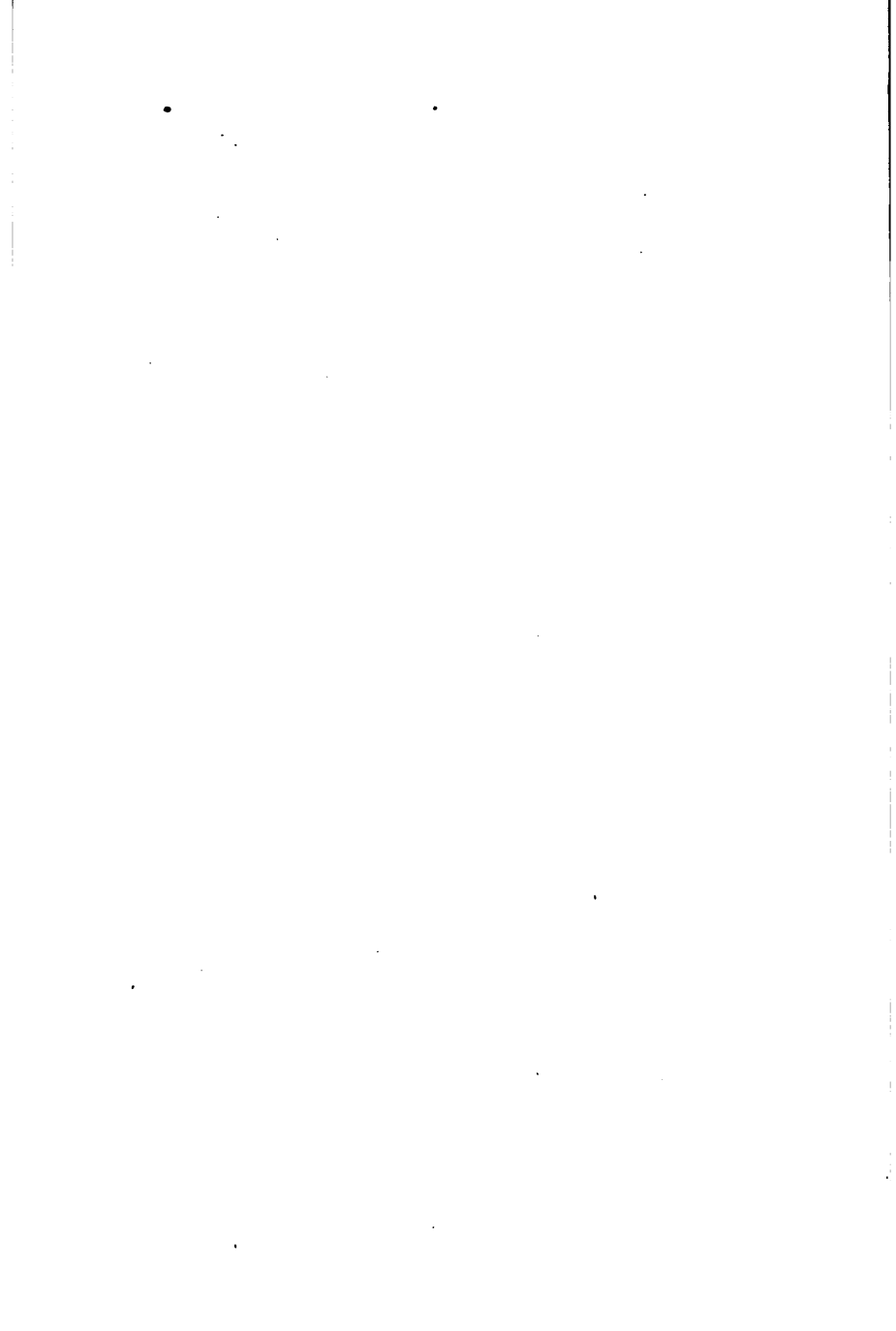
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A REVIEW OF ENGLISH GRAMMAR

FOR
SECONDARY SCHOOLS

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PREFACE

IN preparing this book it has been the purpose of the author to make a concise school grammar of English, designed for use in schools in which there is need of a brief, systematic course in the subject. No attempt is made to tell everything. In the exercises will be found abundant material for elaboration; and where grammatical terms are introduced in advance of later treatment, the teacher will give such oral explanation as may be deemed necessary.

From the first exercise the pupil is introduced to the sentence as a whole, but no definition or classification of the sentence is attempted until the subject is reached in regular order. So, too, under Case, the various uses of the cases are shown, but no definition of case is attempted. The author agrees with Matthew Arnold that, if you wish the class to know what an apple is, the best way is to show them an apple rather than try to give an idea of it after the manner of the books: "An apple has a stalk, peel, pulp, core, pips, and juice; it is odorous and opaque, and is used for making a pleasant drink called cider."

Part I. is intended to provide a rapid review of the parts of speech, and may be omitted, at the discretion of the teacher, with more advanced classes.

The illustrations of analysis (151) are designed to be suggestive rather than to serve as models. The teacher will doubtless prefer, in many instances, to begin with

simpler examples. The author is firm in his belief that exercises in analysis should be oral rather than written, and hence he has found no use for diagrams or keys to diagrams.

The book is an attempt to present the essentials of English grammar in a form suitable for instruction in the schools as they are to-day. The pupil who follows the course, under an intelligent teacher, may lay the foundations of a rational knowledge of English idiom, which, to be made effective in his own use of language, must be accompanied by practice in composition and by acquaintance with good models of expression as exhibited in the literature that should form a part of every year's work in English.

In the making of this book the author has had the hearty coöperation of one of his colleagues in the English department, Dr. H. M. Belden, whose sound scholarship has contributed no little to greater conciseness and accuracy of statement.

This little book, the outgrowth of interest in secondary education, and especially of interest in English instruction, is put forth with diffidence, the greater because of a keen sense of the difficulties encountered, in the hope that it may prove useful to teachers of this much-abused and neglected subject.

E. A. A.

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ENGLISH GRAMMAR



PART I



CHAPTER I

NOUNS

1. **Noun** is the word in grammar for **name**.

Everything you see around you has a name, and that name is called a Noun.

EXERCISE 1

Point out the nouns in the following sentences :—

1. There are three books on the desk. 2. The chalk is on the floor. 3. I found the paper in my book. 4. The bottle is full of ink. 5. Shut the door and open the window. 6. He asked for a knife to sharpen his pencil. 7. He had ten marbles in his pocket. 8. There is not much water in the bucket. 9. The dipper is hanging on a nail. 10. I have lost my top and cord. 11. Buttercups are yellow. 12. Hang your hat up in the hall. 13. The bell hangs in the church-steeple. 14. She has torn her frock. 15. There were two apples in the basket.

Make sentences containing the names of five things you see in the room.

2. The names of living things are Nouns.

EXERCISE 2

Point out the nouns in the following sentences :—

1. The dog was chasing a hare. 2. The cows are coming home.
3. The thrush was singing in the tree. 4. The cat was playing with a mouse. 5. The kitten is asleep behind the stove. 6. The swallow fell down the chimney. 7. The fly was caught in the web of an ugly spider. 8. The hawk flew at the chickens. 9. The man was riding on the back of an elephant. 10. The warm sun brought the ants out of their holes. 11. The pony broke the bridle and ran to the barn. 12. The old hen was frightened when the ducks went into the water. 13. There were two white rabbits in the pen. 14. A mouse once freed a lion. 15. The turtle carries his house with him.

Make sentences containing the names of five living things.

3. The names of persons and places are Nouns.

EXERCISE 3

Point out the nouns in the following sentences :—

1. The boy went home with his sister. 2. I have an uncle and three cousins living in the country. 3. The milkman comes to our house every morning. 4. A soldier was walking up the street. 5. I went to the station to meet my father. 6. The sailor went to sea. 7. The blacksmith has a shop near the court house. 8. The teacher tells the scholars a story. 9. The general is riding across the field. 10. Parents want their children to learn. 11. The king and queen travel in foreign countries. 12. The servant broke a pitcher. 13. The miller lives outside the village. 14. The thief stole the baker's purse. 15. The mayor's clerk wrote letters all day.

Make sentences containing the names of five persons and of five places.

4. The name of a particular person, place, or thing is called a Proper Noun.

EXERCISE 4

Point out the proper nouns :—

1. George Washington was our first president. 2. St. Louis is the largest city in Missouri. 3. Cæsar was emperor of Rome. 4. Great Britain is an island. 5. America was discovered by Columbus. 6. There was a man named Job living in the land of Uz. 7. John and James were sons of Zebedee. 8. Dewey captured Manila. 9. Santiago is a city in Cuba. 10. Captain Clarke commanded the *Oregon*. 11. Arkansas is south of Missouri. 12. Daniel Boone was a famous hunter. 13. Moses led the Israelites out of Egypt. 14. Solomon was the son of David. 15. Cornwallis surrendered at Yorktown.

Make ten sentences containing proper nouns.

5. The name of a quality or of an action is a Noun.

EXERCISE 5

Point out the nouns :—

1. She admires the beauty of the rose. 2. My brother is fond of skating. 3. Out of strength cometh forth sweetness. 4. Honesty is the best policy. 5. A soft answer turneth away wrath. 6. The treasures of wickedness profit nothing. 7. No one doubts the truth of his report. 8. He was afraid of falling. 9. Hunting is forbidden on these premises. 10. Obedience is a duty. 11. John was rewarded for his perseverance. 12. He was noted for his justice and wisdom. 13. The warmth and closeness of the room make my head ache. 14. Writing is harder than reading. 15. What is the size of your slate?

Make sentences containing the names of five qualities and of five actions.

REVIEW

Point out all the nouns :—

1. Little Jack Horner
Sat in a corner,
Eating a Christmas pie:
He put in his thumb
And pulled out a plum
And said, "What a great boy am I!"

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2. Some little mice sat in a barn to spin.
Pussy came by and popped her head in :
"Shall I come in and cut your threads off ?"
"Oh no, kind sir, you will snap our heads off."
3. The man in the moon
Came tumbling down
And asked the way to Norwich :
He went by the south
And burnt his mouth
With eating cold pease porridge.
4. The good man sat beside his door
One sultry afternoon,
With his young wife singing at his side
An old and goodly tune.
5. Oh ! pleasant, pleasant were the days,
The time when, in our childish plays,
My sister Emmeline and I
Together chased the butterfly !
6. And the good south wind still blew behind,
But no sweet bird did follow,
Nor any day, for food or play,
Came to the mariner's hollo !
7. Clang the bells in all your spires :
On the gray hills of your sires
Fling to heaven your signal-fires !
8. The glory of the sunset heaven
On land and water lay, —
On the steep hills of Agawam,
On cape, and bluff, and bay.

9. If dim the gold of life has grown,
I will not count it dross,
Nor turn from treasures still my own
To sigh for lack and loss.
10. But now his nose is thin,
And it rests upon his chin
Like a staff,
And a crook is in his back,
And a melancholy crack
In his laugh.
11. Now in building of chaises, I tell you what,
There is always *somewhere* a weakest spot, —
In hub, tire, felloe, in spring or thill,
In panel, or crossbar, or floor, or sill,
In screw, bolt, thoroughbrace, — lurking still,
Find it somewhere you must and will, —
Above or below, or within or without, —
And that's the reason, beyond a doubt,
That a chaise *breaks down*, but doesn't *wear out*.

CHAPTER II

VERBS

6. A Verb says something about a person or thing.

EXERCISE 6

Point out the verbs in the following sentences :—

1. Birds sing. 2. John ran. 3. The horse stumbled. 4. Flowers bloom. 5. Dogs bark. 6. The wind blows. 7. The moon shines.
8. Fred skates. 9. Ducks swim. 10. Hens cackle. 11. Snow falls.
12. The ice broke. 13. The boat sails. 14. The bell rings. 15. The parrot talks. 16. Susan plays. 17. Tom works. 18. The lightning flashes. 19. The rain pours. 20. Wood burns. 21. The lion roared.
22. The wind howls. 23. The pot boils. 24. The cat sleeps.

EXERCISE 7

Supply a verb after each noun :—

1. John —. 2. Dogs —. 3. Rain —. 4. Mice —.
5. Stars —. 6. Children —. 7. Tom —. 8. The sun —.
9. Day —. 10. The cat —. 11. Horses —. 12. Mary —.
13. George —. 14. The clouds —. 15. Soldiers —. 16. The eagle —.
17. Cows —. 18. Flowers —. 19. Ice —.
20. Babies —.

7. The person or thing about which the Verb tells something is called the **subject** of the Verb.

EXERCISE 8

Make sentences by placing a subject before each verb :—

1. — shines. 2. — bloom. 3. — laugh. 4. — neigh.
5. — fly. 6. — sews. 7. — rang. 8. — came. 9. — falls.
10. — walks. 11. — plays. 12. — shout. 13. — flow.
14. — sail. 15. — mew. 16. — swim. 17. — trots.
18. — wriggle. 19. — lows. 20. — scratch.

8. Some Verbs need other words after them to complete the sense by showing what the action expressed by the Verb is exerted upon.

EXERCISE 9

Point out the verbs :—

1. Tom broke his arm. 2. Albert threw the ball. 3. Cows eat hay. 4. The carpenter builds houses. 5. The cook spoiled the soup. 6. The farmer ploughed his field. 7. The dairyman sells milk. 8. The blacksmith shod the horse. 9. The dog caught a rabbit. 10. Snow covers the playground. 11. The teacher rang the bell. 12. The bird built a nest. 13. Arthur caught a trout. 14. The hunters made a fire. 15. The pony kicked a calf. 16. The rain wet my book. 17. Will tore his jacket. 18. Hens lay eggs. 19. The miller ground the corn. 20. Clouds hide the sun. 21. The girl set the table. 22. Edgar learned his lesson.

EXERCISE 10

Supply verbs :—

1. Cats — milk. 2. Cattle — grass. 3. Dogs — bones. 4. The sailor — the boat. 5. The dogs — the cows home. 6. The captain — his sword. 7. Edith — a letter. 8. John — his finger. 9. David — Goliath. 10. The Americans — the Spaniards. 11. Henry — his knife. 12. The farmer — his horse. 13. The tree — fruit. 14. Jane — the floor. 15. William — a funny story. 16. The policeman — the thief. 17. Ned — the prize. 18. The ship — a rock. 19. James — his pencil. 20. The kitten — the baby. 21. The farmer — his corn. 22. The shepherd — his sheep.

9. Some Verbs need other words after them to complete the sense by referring back to the subject.

EXERCISE 11

Point out the verbs :—

1. The window is open. 2. The cake was brown. 3. The ground looks wet. 4. The dog seems lame. 5. Shakspeare was a poet.

6. These apples are ripe. 7. The soldiers were weary. 8. Roses smell sweet. 9. London is a city. 10. Sugar tastes sweet. 11. The trees were full of fruit. 12. The wind is cold. 13. The fire is low. 14. The ground was hard. 15. George feels hurt. 16. His voice sounds harsh. 17. James grew worse. 18. The sky became cloudy.

EXERCISE 12

Supply verbs :—

1. The horse — old. 2. The prisoner — guilty. 3. The girls — at home. 4. The boys — late. 5. Leaves — green. 6. The grass — wet with dew. 7. The door — open. 8. The board — full of holes. 9. The closet — musty. 10. Mary — well. 11. The child — ill. 12. Edith — afraid. 13. This apple — sour. 14. Washington — a general. 15. Job — patient.

10. The Verb is sometimes made up of two or more words. We may say "The dog *is barking*" as well as "The dog *barks*."

Some parts of the verb **to be** (*am, is, are, was, were, been*), some parts of the verb **to have** (*have, has, had*), and the verbs **will, shall**, are often used to make up Verbs. In the sentence, "He has sold his horse," *has sold* is the Verb; in the sentence, "The house has been painted," *has been painted* is the Verb.

EXERCISE 13

Point out the verbs :—

1. The bell has rung. 2. The scholar has done his duty. 3. My cousin has been in the country. 4. I shall go next week. 5. The dog has caught a mole. 6. The letter will give you the news. 7. John was stung by a hornet. 8. The package has been sent. 9. The fire was kindled with shavings. 10. The horses had been shod the day before. 11. The tree was struck by lightning. 12. The cat has caught a mouse. 13. The mouse was caught by the cat. 14. My father was standing on the steps. 15. I was expecting a letter. 16. The sailor was speaking of his ship. 17. The workmen are eating their dinner. 18. I am going to St. Louis to-morrow.

11. There are often two ways of saying the same thing. "The tailor made the coat" and "The coat was made by the tailor" have the same meaning.

EXERCISE 14

Say the same thing in another way :—

1. Columbus discovered America. 2. The Mississippi River was discovered by De Soto. 3. The hawk caught the chicken. 4. Two cows were killed by lightning. 5. John sawed a cord of wood. 6. The janitor rang the bell. 7. The hunter trained my dog. 8. *Hamlet* was written by Shakspeare. 9. A deer was shot by the hunter. 10. The teacher praised the class. 11. A branch of the tree was broken by the wind. 12. Jack was stung by a hornet. 13. A great victory was won by the fleet. 14. The grocer sells flour. 15. The President appointed him consul.

12. The parts of the Verb are often separated. In the sentence, "I have never seen him before," the Verb is *have seen*, and *never* is not a part of the Verb.

EXERCISE 15

Point out the verbs :—

1. The river is slowly rising. 2. I have hardly recovered. 3. The officer was greatly annoyed by the boys. 4. The tardy scholar will not be rewarded. 5. The child was seriously injured by the fall. 6. Shooting stars are often seen in November. 7. Richard will certainly be here soon. 8. The boy was probably mistaken. 9. He will never return. 10. Alice has seldom been tardy. 11. I have now read the whole book. 12. The calves were not all sold. 13. He will surely come in time. 14. Flowers are sometimes found in March. 15. Such work is easily done.

13. In asking a question the parts of the Verb are usually separated.

EXERCISE 16

Point out the verbs :—

1. Has the bell rung ? 2. Do all birds sing ? 3. Have you found your pencil ? 4. Has the horse been shod ? 5. What have you done with my top ? 6. When shall we three meet again ? 7. Where have you been ? 8. Have you been to the village ? 9. Have you not seen your brother to-day ? 10. Why did you come so late ? 11. Will the cherries be ripe in May ? 12. Which of these tops did you get last ? 13. Are you not going home at noon ? 14. When does the train leave ? 15. Did you hear the noise last night ?

14. Some words may be used either as **Nouns** or as **Verbs**.

EXERCISE 17

Tell whether the words in italics are used as nouns or as verbs :—

1. Alice has a new *watch*. 2. Hunters *watch* their dogs. 3. Ships *sail* on the sea. 4. The *sail* of the boat was torn by the wind. 5. The children took a *walk* with their father. 6. The boys *walk* fast because they are late. 7. Blackbirds *harm* no one, but crows do a good deal of *harm*. 8. I know my dog by his *bark*. 9. Some dogs *bark* at night. 10. The spider caught a *fly*. 11. Wild geese *fly* north in the spring. 12. Blacksmiths *shoe* horses. 13. The horse has lost a *shoe*. 14. It was hard *work*. 15. Printers *work* at night. 16. We *drink* coffee at breakfast. 17. He gave the poor man a *drink* of water. 18. Good boys *honor* their parents. 19. It is true, upon my *honor*. 20. Merchants *ship* their goods. 21. The *ship* put to sea. 22. We made a long *search*. 23. Men *search* for gold. 24. She bought two quarts of *milk*. 25. They *milk* their cows very early. 26. Dogs and cats *fight*. 27. There was a *fight* in the street. 28. Every store has a *sign*. 29. People *sign* letters. 30. Pick up *sticks*. 31. The snow *sticks* to my shoes.

EXERCISE 18

Make sentences using each word, first as a noun, then as a verb :—

Act. Name. Work. Bite. Swing. Ride. Set. Fall. Praise.
Shoe. Pin. Stone. Fast. Judge. Hate. Love. Hope. Fear.

Wish. Call. Fry. Salt. Plough. Hoe. Seal. Butter. Knock.
 Trip. Jump. Book. Pen. Fold. End. Finish. Score. Drive.
 Hit. Doubt. Step. Pile. File. Spring. Blame. Fire. Rage.

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REVIEW

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Point out the verbs : —

1. The little bird sits at his door in the sun.
2. The shouts of war die on the gale.
3. Down swept the chill wind from the mountain peak.
4. The moving moon went up the sky.
5. I woke, and we were sailing on.
6. The glittering spears are seen no more.
7. The rainbow comes and goes,
And lovely is the rose.
8. Fades slow their light ; the east is gray ;
The weary warder leaves his tower.
9. It raised my hair, it fanned my cheek,
Like a meadow-gale of spring.
10. The loud wind never reached the ship,
Yet now the ship moved on.
11. The sun now rose upon the right,
Out of the sea came he.
12. The curfew tolls the knell of parting day,
The lowing herd winds slowly o'er the lea,
The ploughman homeward plods his weary way,
And leaves the world to darkness and to me.
13. I steal by lawns and grassy plots,
I slide by hazel covers,
I move the sweet forget-me-nots
That grow for happy lovers.
- I murmur under moon and stars
In brambly wildernesses ;
I linger by my shingly bars ;
I loiter round my cresses.

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14. I saw him once before,
As he passed by the door,
And again
The pavement stones resound, C
As he totters o'er the ground
With his cane.

They say that in his prime,
Ere the pruning-knife of time
Cut him down, C
Not a better man was found
By the crier on his round
Through the town.

15. Rats !
They fought the dogs and killed the cats,
And bit the babies in their cradles, C
And ate the cheeses out of the vats,
And licked the soup from the cook's own ladles ;
Split open the kegs of salted sprats,
Made nests inside men's Sunday hats,
And even spoiled the women's chats.

CHAPTER III

PRONOUNS

15. A word used instead of a Noun is called a **Pronoun**.

Instead of saying, "Alice found Alice's slate among Alice's brothers' books," we say, "Alice found *her* slate among *her* brothers' books." Instead of saying, "Tom found a shell. Tom picked up the shell and brought the shell home to Tom's mother," we say, "Tom found a shell. *He* picked *it* up and brought *it* home to *his* mother."

EXERCISE 19

Put pronouns for nouns where you can :—

1. John has lost John's gloves. 2. The children have learned the children's lesson. 3. Jane was trying to find Jane's book. 4. Mary was vexed because Mary had lost Mary's pencil. 5. The pencil had been given to Mary by Mary's father. 6. Edward was sent by Edward's father to drive the cows home. 7. Edward found the cows in the pasture. 8. The child was sleeping in the child's cradle. 9. As George was on the way to school, George's teacher met George. 10. When John and James came home, John and James found John and James's uncle at the house.

EXERCISE 20

Point out the pronouns :—

1. James has lost his top. 2. When did he have it last? 3. He had it this morning. 4. His sister has found it, for she saw where it was hidden. 5. He will thank her for it. 6. Give him a pen. 7. The teacher will show them where the lesson is. 8. They had lost their way in the woods. 9. The tree has shed its leaves. 10. Anne and

Ruth said the kitten was theirs, but Edith said it was hers. 11. The farmer has sold his sheep. 12. He sold them to a drover. 13. They will now be driven to another place. 14. She saw him coming down the road. 15. They did not hear his answer.

16. Instead of using his own name, the person speaking says *I, me, my, mine*. In speaking of himself and others, he says *we, us, our, ours*. Instead of using the name of the person or persons he is speaking to, he says *you, your, yours*.

EXERCISE 21

Point out the pronouns :—

1. Where are you going ? 2. I am on my way to school. 3. You have time enough. 4. Here is my hat ; where is yours ? 5. I have lost mine. 6. Our parents will not let us play marbles on Sunday. 7. Tell me where the lesson is. 8. We can go swimming in the summer. 9. I left my overshoes in the hall ; where are yours ? 10. Your brother lent me his knife to sharpen my pencil. 11. It was their fault, not ours. 12. We have not seen him since he was with you. 13. My father met them on the road. 14. He said the knife was yours, but I knew it was mine. 15. Your house is larger than ours.

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REVIEW

Point out the pronouns :—

1. Little Bo-Peep has lost her sheep,
And cannot tell where to find them ;
Leave them alone, and they'll come home,
And bring their tails behind them.
2. Then he ran to her, and laid
His head upon her arm,
As if he said, "I'm not afraid,
You'll keep me from all harm."

3. I know it is a sin
For me to sit and grin
At him here ;
But the old three-cornered hat,
And the breeches, and all that,
Are so queer !
4. Then launched they to the blast,
Bent like a reed each mast,
Yet we were gaining fast,
When the wind failed us.
5. Lift your leafy roof for me,
Part your yielding walls ;
Let me wander lingeringly
Through your scented halls.
6. I met a little cottage girl ;
She was eight years old, she said :
Her hair was thick with many a curl
That clustered round her head.
7. My father lived at Blenheim then,
Yon little stream hard by :
They burnt his dwelling to the ground,
And he was forced to fly ;
So with his wife and child he fled,
Nor had he where to rest his head.
- 8 They are here ! They rush on ! We are broken ! We are gone
Our left is borne before them like stubble on the blast.

CHAPTER IV

ADJECTIVES

17. An Adjective is a word that describes or modifies a Noun.

EXERCISE 22

Point out the adjectives :—

1. A red apple is hanging on the old tree. 2. Fred is a bright boy. 3. Mary likes white roses. 4. Jack has a new suit. 5. The teacher took a long walk. 6. The black horse is lame. 7. A wise son maketh a glad father. 8. I have lost my new silk umbrella. 9. The hot sun will dry the ground. 10. I never saw a purple cow. 11. Tom has a tame squirrel. 12. The squirrel has a bushy tail. 13. Alice has a kind heart. 14. It was a famous victory. 15. A good name is rather to be chosen than great riches. 16. The old soldier has a wooden leg. 17. The cold wind is driving the white clouds southward. 18. He had a Roman nose.

EXERCISE 23

Place an adjective before each noun :—

1. A — boy. 2. A — girl. 3. A — day. 4. — men. 5. A — tree. 6. A — river. 7. The — house. 8. A — teacher. 9. The — — man gave the — boy a — apple. 10. Fred has a — bicycle. 11. The — girl has a — doll. 12. The — man walks with a cane. 13. The house has — blinds. 14. The — boys drank water from the — spring. 15. — bread is made from wheat. 16. It was a — day in June. 17. He dropped his — ball in the — road. 18. His — pet was a — rabbit.

18. Some Adjectives point out what person or thing is meant.

EXERCISE 24

Point out the adjectives : —

1. This room is warm. 2. Give it to this boy. 3. Show that girl the way. 4. Those clouds will bring rain. 5. This chair is new; that chair is old. 6. This knife is sharp. 7. That man is my uncle. 8. These marbles and those tops are mine. 9. That man gave these little girls candy. 10. My father has an office in this street. 11. That house in my grandmother's. 12. These cherries are not ripe.

19. Some Adjectives show **how much** or **how many**.

EXERCISE 25

Point out the adjectives : —

1. There were few scholars present. 2. There is little ink in the bottle. 3. Some farmers own much land. 4. All men are mortal. 5. Is there any water in the bucket? 6. Most people are fond of praise. 7. I have no apples in my basket. 8. I had ten marbles this morning. 9. Thirty days hath September, April, June, and November. 10. The grocer sells sixteen pounds of sugar for one dollar. 11. A base-ball team has nine players. 12. If we had more time, there would be less haste. 13. Several boys were hurt. 14. Many men, many minds. 15. Both doors were locked.

20. Some Adjectives show **in what order**.

EXERCISE 26

Point out the adjectives : —

1. Alfred has been promoted from the fifth grade to the sixth grade. 2. September is the ninth month in the year. 3. His text was the second verse of the third chapter of Proverbs. 4. The twenty-second day of February is Washington's birthday. 5. The first day of May will be a holiday. 6. I saw him the last time he was here. 7. Turn to your left at the third corner. 8. You will find him in the first room on the third floor. 9. The lesson begins on the fourteenth page. 10. Take the elevator to the seventh floor.

21. A or an and the are Adjectives. They are sometimes called Articles.

An Adjective does not always come *before* the Noun.

EXERCISE 27

Point out the adjectives :—

1. The sky is blue.
2. The river is deep.
3. The corn is ripe.
4. A poor man sat by the dusty road.
5. An orange is larger than a peach.
6. When blackberries are red they are not ripe.
7. Jane is lazy.
8. Jack is very polite.
9. The water from the spring is cool.
10. The road was rough.
11. The streets were muddy.
12. His name was tenth on the roll.
13. The box is not square.
14. Some ink is black, and some is blue.
15. The flag is red, white, and blue.

Adjectives may belong to Pronouns as well as to Nouns :—

I am cold. He is late. Are you tired ?

22. Some words may be used either as Adjectives or as Nouns.

EXERCISE 28

Tell whether the words in italics are nouns or adjectives :—

1. I heard a strange *sound*.
2. A *sound* mind in a *sound* body.
3. He paid a heavy *fine*.
4. She was sewing with a very *fine* needle.
5. He had on a *light* overcoat.
6. The sun gives *light* by day and the moon by night.
7. The pupils did not long remain *quiet*.
8. There was *quiet* throughout the town.
9. The milkman made his *round* every morning.
10. Is the ball exactly *round*?
11. Do it in the *right* way.
12. Might does not make *right*.
13. There was a great *calm*.
14. It was a *calm* day.
15. The table was made of *oak*.
16. He had an *oak* stick.
17. The land is *flat*.
18. They live in a *flat*.
19. They danced on the *green*.
20. Grass is *green*.
21. Sitting Bull was an Indian *chief*.
22. Character is the *chief* thing.

EXERCISE 29

Use each word, first as a noun, second as an adjective:—

Kind. Head. Fast. Plain. Fat. Square. Savage. Base.
Secret. Iron. Paper. Main. Evening. Deep. Light. Signal.
Cross. Quiet. Steep. Cold.

23. Some words may be used either as **Adjectives** or as **Verbs**.

EXERCISE 30

Tell whether the words in *italics* are verbs or adjectives:—

1. I saw a *blind* man on the street. 2. The rays of the sun *blind* my eyes. 3. Do not *idle* away your time. 4. The *idle* boy did not know his lesson. 5. The sky was bright and *clear*. 6. Policemen *clear* the street. 7. Farmers *dry* apples. 8. The ink is *dry*. 9. The janitors *clean* the room every day. 10. Always write on *clean* paper. 11. There passed a *weary* time. 12. You *weary* me. 13. The ships *near* the land. 14. Christmas was *near*. 15. He lives on the *lower* floor. 16. Sailors *lower* the boat. 17. They *open* their books. 18. The window is *open*. 19. The children returned safe and *sound*. 20. Loud *sound* the bugles.

EXERCISE 31

Use each word first as a verb, then as an adjective:—

Thin. Long. Right. Lean. Wrong. Warm. Wet. Fast.
Weary. Fine. Light. Quiet. Left. Round. Clear. Dry. Secure.
Better. Cross. Level. Last. Second.

REVIEW

Point out the adjectives:—

1. So shines a good deed in a *naughty* world.
2. Beware the fury of a patient man. *c*
3. A little learning is a dangerous thing. *c*
4. I am never merry when I hear sweet music.
5. Virtue is bold, and goodness never fearful.

- c 6. The way was long, the wind was cold,
The minstrel was infirm and old.
7. This hermit good lives in that wood
Which slopes down to the sea.
8. There was one little Jack, not very long back,
c And 'tis said to his lasting disgrace,
That he never was seen with his hands at all clean,
Nor yet ever clean was his face.
- c His friends were much hurt to see so much dirt,
And often and well did they scour;
But always in vain, he was dirty again
Before they had done it an hour.
- c The idle and bad may, like to this lad,
Be dirty and black, to be sure;
But good boys are seen to be decent and clean,
Although they are ever so poor.
9. A good sword and a trusty hand !
A merry heart and true !
King James's men shall understand
What Cornish lads can do.
10. His hair is crisp, and black, and long,
His face is like the tan ;
His brow is wet with honest sweat,
He earns whate'er he can,
And he looks the whole world in the face,
For he owes not any man.
11. The fair breeze blew, the white foam flew,
The furrow followed free ;
We were the first that ever burst
Into that silent sea.

12. Beneath those rugged elms, that yew-tree's shade,
Where heaves the turf in many a mouldering heap, C
Each in his narrow cell forever laid,
The rude forefathers of the hamlet sleep.
13. My good blade carves the casques of men,
My tough lance thrusteth sure, C
My strength is as the strength of ten,
Because my heart is pure.
14. Now let there be the merry sound of music and of dance,
Through thy cornfields green, and sunny vines, O pleasant land
of France !

CHAPTER V

ADVERBS

24. A word that modifies a Verb is called an **Adverb**.

EXERCISE 32

Point out the adverbs :—

1. The wind was blowing furiously. 2. The stream flowed rapidly.
3. The soldiers march slowly. 4. The girls sing well. 5. The bell will ring soon. 6. The traveller never returned. 7. James always comes in time. 8. I have not seen him. 9. We often meet him on the way to school. 10. The sun shines everywhere. 11. He seldom misses his lesson. 12. He is sometimes mistaken. 13. Perhaps I can find it. 14. I earnestly hope you will find it. 15. The child was not hurt much. 16. John talks less than most boys. 17. The dog was nearly drowned. 18. He answered harshly. 19. She treated us kindly. 20. You surely know better than that. 21. He is coming now. 22. Where did you put my hat? 23. Why did you come so late? 24. When did you see him last? 25. How do you know that?

25. An Adverb may also modify an Adjective.

EXERCISE 33

Point out the adverbs :—

1. The sun is very warm. 2. Robert is remarkably tall. 3. No one is wholly bad. 4. It became quite dark. 5. There is too much talking in the room. 6. The cherries are almost ripe. 7. What is more beautiful than the rose? 8. The well is nearly dry. 9. How long is

the lesson? 10. He was so tired he fell asleep. 11. It was fearfully cold. 12. The lesson was rather long. 13. That is hardly true. 14. The cold was unusually severe. 15. Cork is much lighter than wood. 16. How beautiful this sunset looks! 17. He was careful enough. 18. He is a most diligent student. 19. The sky is slightly hazy. 20. Tom is more polite than his brother.

26. An Adverb may modify another Adverb.

EXERCISE 34

Point out the adverbs:—

1. He ran very rapidly. 2. I saw him quite recently. 3. Write more carefully. 4. I see him pretty often. 5. He dresses rather neatly. 6. He works somewhat slowly. 7. They walked too fast for me. 8. I like it well enough. 9. He likes play far better than he does work. 10. He has just now passed the door. 11. Alice is very much pleased with her new doll. 12. The horses travelled tolerably fast. 13. He is much more cheerful now. 14. She writes rather more rapidly than she did. 15. He is somewhat less diligent than his brother. 16. The kite came down too soon. 17. He passes the house very frequently. 18. He reads much better than he did a month ago.

EXERCISE 35

Supply adverbs:—

1. We know him —. 2. Tom was — late. 3. The house is — painted. 4. Alice is — busy. 5. He is — satisfied than he was. 6. It is — warmer to-day. 7. — all children like a holiday. 8. The house was — burned to the ground. 9. The pedler is — honest. 10. I — believe he was speaking the truth. 11. The weather was — cold. 12. The bell will ring —. 13. — are you going? 14. — will you return? 15. — were you late? 16. I was — obliged to him. 17. — do you like your new neighbor? 18. He will — be strong again. 19. The wind scattered the leaves —. 20. He — missed his lesson. 21. I — thought of that. 22. The poor man is — ill. 23. The sky looks — threatening. 24. He — consented.

EXERCISE 36

Make sentences containing the following adverbs :—

Certainly. Hardly. Seldom. Often. Very. Soon. Here. Then.
There. Now. Where. Much. Little. Twice. Hence. Once.
Almost. Ill. Well. Too. Never. Truly. Probably. Fast. Loud.
Long. Frequently. Sufficiently. Soundly. Gallantly. Sadly. Justly.

REVIEW

Point out the adverbs :—

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1. He serves me most who serves his country best.
2. And what he greatly thought, he nobly dared.
3. The shades of night were falling fast.
4. Merrily, merrily, shall I live now
Under the blossom that hangs on the bough.
5. Solemnly sang the village choir
On that sweet Sabbath morn.
6. In the market-place of Bruges stands the belfry old and brown ;
7. Thrice consumed and thrice rebuild'd, still it watches o'er the town.
7. The night is come, but not too soon ;
And sinking silently,
All silently, the little moon
Drops down behind the sky.
8. Swiftly, swiftly flew the ship,
Yet she sailed softly too ;
Sweetly, sweetly blew the breeze—
On me alone it blew.
9. Now let us sing, Long live the king,
And Gilpin, long live he ;
And when he next doth ride abroad,
May I be there to see.

10. I wind about, and in and out,
 With here a blossom sailing,
And here and there a lusty trout,
 And here and there a grayling.
11. Till noon we quietly sailed on,
 Yet never a breeze did breathe;
Slowly and smoothly went the ship,
 Moved onward from beneath.
12. Now the darkness gathers,
 Stars begin to peep,
Birds and beasts and flowers
 Soon will be asleep.

CHAPTER VI

PREPOSITIONS

27. A **Preposition** is a word used to show the relation of a Noun or Pronoun to some other word.

When we say, "The dog ran *round* the house," or "*through* the house," or "*under* the house," or "*behind* the house," the words *round*, *through*, *under*, *behind*, show the relation of the house to the running, of "house" to "ran."

EXERCISE 37

Point out the prepositions :—

1. Three black crows sat on a tree. 2. There was an old woman who lived in a shoe. 3. Three wise men went to sea in a bowl. 4. The house stands in a large yard. 5. The sun set behind the hill. 6. Tom ran down the street. 7. George has written a letter to his uncle. 8. The squirrel ran into his hole. 9. We walked along the river. 10. There was a dog among the sheep. 11. Moles work under the ground. 12. The bird flew out the window. 13. The smoke went up the chimney. 14. The horse galloped across the field. 15. The hunter jumped over the ditch. 16. I met him coming from school. 17. He made a whistle with his new knife. 18. Manila is beyond the sea. 19. The child was walking between his father and his mother. 20. Washington was the father of his country. 21. Albert is fond of hunting. 22. Mr. Thompson won two prizes at the fair. 23. School begins at nine o'clock. 24. Chickens go to roost at night.

28. When these words are used without Nouns or Pronouns they become **Adverbs**. When we say, "The mouse ran up the clock," *up* is a preposition; when we say, "The sun came up," *up* is an adverb.

EXERCISE 38

Tell whether the words in *italics* are prepositions or adverbs :—

1. Edith stood *by* her father.
2. Three soldiers were standing *by*.
3. The kettle boiled *over*.
4. The dog jumped *over* the fence.
5. The sun peeped *in*.
6. I looked *in* the window.
7. The kite went *up* and *down*.
8. The policeman walks *up* and *down* the street.
9. There is a grove *behind* the house.
10. The lazy boy lagged *behind*.
11. The little ones followed *after*.
12. My brother lives two miles *up* the road.
13. The clouds are sailing *above*.
14. We met Tom going *after* the cows.
15. We hurried home *after* the game.
16. The moon appeared *above* the trees.
17. The sailor fell *off* the horse.
18. The handle came *off*.
19. The soldiers marched *on*.
20. The bird perched *on* a limb of a tree.
21. The railroad runs *through* our farm.
22. He read the story *through*.
23. Just then my brother came hurrying *along*.
24. The ship sailed *along* the shore.
25. I have not seen him *since* Christmas.
26. I have not been there *since*.
27. There is a great rock *under* the tree.
28. I was watching it when it went *under*.
29. Did you ever see him *before*?
30. I shall see him *before* the holidays.
31. The children played *beneath* the large oak.

EXERCISE 39

Use each word first as a preposition, then as an adverb :—

Down. Across. By. Before. About. On. Through. Along. Behind. Beyond. Under. After. Up. Over. Since. Out. Off. Round. Beneath. Above.

REVIEW

Point out the prepositions :—

1. She dwelt among the untrodden ways
Beside the springs of Dove.
2. The flames by fits curled round the bars,
Or up the chimney crinkled.

3. Beneath the spreading chestnut tree
The village smithy stands.
4. Over the river and through the wood
To grandfather's house we go.
5. And neither the angels in heaven above,
Nor the demons down under the sea,
Can ever dissever my soul from the soul
Of the beautiful Annabel Lee.
6. I stood on the bridge at midnight,
As the clocks were striking the hour,
And the moon rose o'er the city,
Behind the dark church-tower.
7. All in a hot and copper sky,
The bloody sun, at noon,
Right up above the mast did stand,
No bigger than the moon.
8. Up into the cherry tree
Who should climb but little me?
I held the trunk with both my hands
And looked abroad on foreign lands.
9. From breakfast on through all the day
At home among my friends I stay,
But every night I go abroad
Afar into the land of Nod.
10. I chatter over stony ways,
In little sharps and trebles,
I bubble into eddying bays,
I babble on the pebbles.
11. How pleasantly the rising moon,
Between the shadow of the inows,
Looked on them through the great elm-boughs!

CHAPTER VII

CONJUNCTIONS

29. A **Conjunction** is a word used to join words or groups of words : —

Adam *and* Eve.

Sooner *or* later.

James went to school, *but* John stayed at home.

And, or, but are conjunctions.

EXERCISE 40

Point out the conjunctions : —

1. Mary and Alice are sisters. 2. John and James are brothers.
3. My brother and sister have gone to the country. 4. We do our sums on paper or slate. 5. Is that boy your brother or your cousin ?
6. Is the story true or false ? 7. The soldier was brave but modest.
8. I called, but he did not answer. 9. He plays ball, but his brother does not. 10. He walked to school, but I rode. 11. I looked for it in my desk and on the playground, but I could not find it. 12. Frank is not at school to-day, nor will he be to-morrow.

30. Some other conjunctions are *if, though, although, that, unless, because, lest, as, than, whether*.

EXERCISE 41

Point out the conjunctions : —

1. George deserves the prize because he worked hard. 2. You can do it if you try. 3. Beware lest you fall. 4. You will never succeed unless you take pains. 5. I am certain that I brought the book home

6. It is so, though you do not believe it. 7. He went hunting, although it was raining. 8. He stumbled as he was going downstairs. 9. Edith is older than Will. 10. He asked his father whether he might go. 11. Wait until I return. 12. We went to walk, although it was wet. 13. You will not remember unless you pay attention. 14. Socrates said that he knew nothing. 15. It was raining so hard that I could not go out. 16. Harry knows his lesson better than Will does. 17. Tell him, if you see him, that I shall leave to-morrow. 18. Tell me whether you have seen him lately.

31. Sometimes Conjunctions come first in the sentence.

EXERCISE 42

Point out the conjunctions :—

1. If I knew, I would tell you. 2. Unless you write it down, you will forget it. 3. Although he is small, he is very strong. 4. As it was wet, she wore her overshoes. 5. Because the book was torn, he would not keep it. 6. That you are wrong, is very evident. 7. If there were time, I would tell you the whole story. 8. If you see him, ask him for my top. 9. Unless my father consents, I shall not go. 10. If you love me, keep my commandments. 11. Though he is often reproved, he never gets angry. 12. Whether he told the truth, I do not know. 13. As I was coming up the street, I met Lucy on her way home. 14. If you wake first, call me.

EXERCISE 43

Supply conjunctions :—

1. Florence — Julia are cousins. 2. I have meat — no bread. 3. Is his name Brown — Jones ? 4. Is that man your uncle — your cousin ? 5. My mother — sister have gone away. 6. I have in my basket two books — a napkin. 7. You will be late — you do not make haste. 8. — the weather was fine, we went to the woods. 9. — you run, you will not overtake him. 10. I am certain — he would tell — he knew. 11. His father punished him — he disobeyed. 12. — it is cold, he wears no overcoat. 13. The soldiers retreated — they should be captured. 14. He returned sooner — I expected. 15. I don't know — he is guilty or not.

REVIEW

Point out the conjunctions :—

1. Charms strike the sight, but merit wins the soul.
2. Freely we serve, because we freely love.
3. Man wants but little here below,
Nor wants that little long.
4. And still they gazed, and still the wonder grew
That one small head could carry all he knew.
5. A little learning is a dangerous thing :
Drink deep, or taste not the Pierian spring.
6. Night's candles are burnt out, and jocund Day
Stands tiptoe on the misty mountain tops.
7. Her modest looks the cottage might adorn,
Sweet as the primrose peeps beneath the thorn.
8. Bliss was it in that dawn to be alive,
But to be young was very heaven !
9. I slept and dreamt that life was beauty ;
I woke and found that life was duty.
10. For some must follow and some command,
Though all be made of clay.
11. Whether we look, or whether we listen,
We hear life murmur, or see it glisten.
12. The sunshine is a glorious birth ;
But yet I know, where'er I go,
That there hath passed away a glory from the earth
13. Not enjoyment and not sorrow,
Is our destined end or way ;
But to act, that each to-morrow
Find us farther than to-day.

CHAPTER VIII

INTERJECTIONS

32. An **Interjection** is a word that calls attention or expresses sudden feeling.

Some of the interjections are :—

O, oh, ah, hello, alas, hey, hurrah, pshaw, ha, lo, bah, whew, hm, tut, aha, fie, etc.

EXERCISE 44

Point out the interjections :—

1. Hello ! is that you ? 2. Oh ! what a pity ! 3. O king, live forever ! 4. Hurrah ! our boys have won. 5. Ah ! what a fall was there, my countrymen ! 6. Pshaw ! what difference does it make ? 7. Alas ! he is no more. 8. Hey ! Nellie, ho ! Nellie, listen unto me. 9. Bah ! this apple's sour. 10. I turned, and lo ! he had vanished. 11. Aha ! I have caught you. 12. Hey ! Bob, wait for me ! 13. Fie ! you ought to be ashamed. 14. Whew ! how the wind blows ! 15. Tut ! my boy, never mind.

CHAPTER IX

PARTS OF SPEECH

33. All the words in our language may be divided, according to the part they take in a sentence, into eight classes or **Parts of Speech**.

The eight parts of speech are :—

Noun, Pronoun, Verb, Adjective, Adverb, Preposition, Conjunction, Interjection.

A **Noun** is the name of anything.

A **Pronoun** is used, for the most part, to take the place of a Noun.

A **Verb** says something of the subject.

An **Adjective** is used to describe or in some way modify a Noun.

An **Adverb** is used to modify a Verb, or an Adjective, or another Adverb.

A **Preposition** shows the relation of a Noun or Pronoun to something else in the sentence.

A **Conjunction** is used to join words or groups of words.

An **Interjection** is used to call attention to or to express some sudden feeling.

34. Some words may be sometimes one part of speech, sometimes another, according to their meaning or use in the sentence.

EXERCISE 45

Tell the part of speech of each italicized word :—

1. Wisdom is *better* than rubies.
2. He builded *better* than he knew.
3. I could have *better* spared a *better* man.
4. He thought to *better* his condition.
5. Their *bettors* could hardly be found.
6. They got the *better* of him.
7. His was a *sound* mind in a *sound* body.
8. So *sound* he slept that naught might him awake.
9. Sense and not *sound* must be the principle.
10. How silver-sweet *sound* lovers' tongues!
11. There was not a man to *till* the *ground*.
12. The miller *ground* all day from morn *till* night.
13. Now all is *calm* and fresh and *still*.
14. The wind ceased and there was a great *calm*.
15. With his name the mothers *still* their babes.
16. Brandy is made in a *still*.
17. Sunshine broken in the rill, though turned astray, is sunshine *still*.
18. Music hath power to *calm* the *savage* breast.
19. He roamed a *savage* in the woods.
20. The kite went up and *down*.
21. He walked up and *down* the street.
22. She went by dale and she went by *down*.
23. I remember how you *downed* Hamilton.
24. They had their *ups* and *downs* of fortune.

EXERCISE 46

Make sentences containing the following words used as different parts of speech :—

Fast. Round. Bitter. But. Up. Long. Mean. After. Past. Like. Square. Wheel. Blow. Water. Bear. Spring. Part. Name. Fly. Bark. Blind. Range. Behind. Hire. Place. Kind. Fine. Lean. Idle. Trick.

GENERAL REVIEW

Tell what part of speech each word is :—

Laziness travels so slowly that Poverty soon overtakes him.

1. "Come, little leaves," said the wind one day,
 "Come over the meadows with me and play.
 Put on your dresses of red and gold;
 Summer is gone, and the days grow cold."

2. Between broad fields of wheat and corn
Is the lowly home where I was born ;
The peach tree leans against the wall,
And the woodbine wanders over all.
3. Over the river and through the wood —
Oh ! how the wind does blow !
It stings the toes,
And bites the nose,
As over the ground we go.
4. I know a rosebud fairer far
Than any buds of summer are ;
Sweeter than sweet winds of the south :
Guess me the rosebud — Baby's mouth.
5. Though your duty may be hard,
Look not on it as an ill ;
If it be an honest task,
Do it with an honest will.
6. The splendor falls on castle walls
And snowy summits old in story ;
The long light shakes across the lakes,
And the wild cataract leaps in glory.
7. O thou child of many prayers !
Life hath quicksands, life hath snares,
Care and age come unawares.
8. The wonderful air is over me,
And the wonderful wind is shaking the tree ;
It walks on the water and whirls the mills,
And talks to itself on the top of the hills.

9. King James once asked his council if he could not take the money of his subjects without the consent of Parliament. Bishop Neile answered flatteringly, "Your Majesty may lawfully take the money of your subjects, because you are the breath of our nostrils." The king then turned to Bishop Andrews. He replied that he was not skilful in such matters, but the king demanded a plain answer from him, and he said, "I am sure that your Majesty may lawfully take brother Neile's money, because he says you may."

PART II



CHAPTER X

INFLECTION

35. Inflection, as used in grammar, means a change in the form of words to mark a change of meaning.

When we say *boxes*, that which distinguishes it from *box* is *es*; when we say *lighted*, that which distinguishes it from *light* is *ed*; when we say *taller*, that which distinguishes it from *tall* is *er*. The *es* in *boxes*, the *ed* in *lighted*, the *er* in *taller*, are inflections.

Inflections are generally at the end of words: churches from *church*, brothers from *brother*, mother's from *mother*, oxen from *ox*, blinded from *blind*, slept from *sleep*, eaten from *eat*, looking from *look*, older from *old*, highest from *high*.

Sometimes the change takes place not at the end but within the word: *men* from *man*, *mice* from *mouse*, *sang* from *sing*, *rode* from *ride*.

36. Some of the parts of speech are inflected, others are not inflected. **Inflected** are: Nouns, Pronouns, Verbs, Adjectives, and some Adverbs. **Uninflected** are: Prepositions, Conjunctions, Interjections, and some Adverbs.

The inflection of a Noun or Pronoun is called **Declension**.

The inflection of a Verb is called **Conjugation**.

The inflection of an Adjective or Adverb is called **Comparison**.

Accordingly, we **decline** Nouns and Pronouns, we **conjugate** Verbs, we **compare** Adjectives and Adverbs.

Our language has few inflections. One part of speech, as we have seen, readily passes into another without change of form, and can, therefore, be distinguished only by the sense ; and so, in the analysis of sentences, *function* or use largely takes the place of *form* or inflection.

CHAPTER XI

NOUNS

37. Common Nouns.—A name that is common to a class of objects is called a Common Noun. *City, river, man,* are common nouns. *City* is the name given to any large town; any large stream is a *river*.

38. Proper Nouns.—The particular name by which one of a class is distinguished from others of the class is called a Proper Noun. *New York, Potomac, Harold,* are proper nouns. *New York* distinguishes the city so named from other cities; *Potomac* is the name of a certain river in Virginia; *Harold* is the name by which we distinguish the bearer of it from others of the same class—other boys or men.

39. Abstract Nouns.—The qualities of an object are indicated by adjectives; actions, by verbs; and conditions, by verbs or nouns. So we say, "The paper is *white*," "Scholars *study*," "Æsop was a *slave*." But the qualities, actions, and conditions, though not objects of sense, are objects of thought, ideas; and these ideas we can express by nouns. The quality which the paper has we call *whiteness*; the action of the scholars, *studying*; the condition of the slave, *slavery*. Nouns that are the names of qualities, actions, or conditions, we call Abstract Nouns.

Abstract Nouns are formed from Adjectives, Verbs, and other Nouns.

(1) From Adjectives :—

Whiteness, boldness, foolishness, freedom, wisdom, truth, width, warmth, honesty, purity, solidity, rapidity, prudence, patience, excellence, distance, justice.

(2) From Verbs :—

Pleasure, occupation, election, service, judgment, refinement, belief, defence, seeing, learning, reading, proof, strife, choice, knowledge.

(3) From Nouns :—

Boyhood, manhood, friendship, kinship, thralldom, sovereignty, priestcraft, rascality, mastery, roguery, infancy, heroism, knavery, bondage, presidency.

There are also abstract nouns that are not formed from other words. Such are *time, space, faith*.

40. Collective Nouns.—A Collective Noun is the name of a collection or group of objects of the same class. *Army, flock, herd, swarm, congress, fleet, nation*, are collective nouns.

EXERCISE 47

Point out each noun and tell of what kind it is :—

1. The miller had a wart on his nose. 2. Mr. Miller lives in New York, but is now visiting his cousin, George Brown, in St. Louis. 3. *Old Ironsides* was the popular name of the frigate *Constitution*. 4. The flock of sheep strayed off into another field. 5. Washington was remarkable for prudence as well as for courage. 6. Eternal vigilance is the price of liberty. 7. Let not the sun go down upon your wrath. 8. Love is the fulfilling of the law. 9. The horn of the hunter is heard on the hill. 10. Rowland's regiment is on duty in Cuba. 11. There never lived a braver youth. 12. Youth is the spring-time of life. 13. Hope springs eternal in the human breast. 14. Congress will

adjourn in two weeks. 15. Excalibur was the name of King Arthur's sword. 16. Alexander's horse was named Bucephalus. 17. A little learning is a dangerous thing. 18. The committee made a unanimous report. 19. Cromwell, I charge thee, fling away ambition. 20. Little Laura was a beauty. 21. The kittens are little beauties. 22. In union there is strength.

41. To Nouns belong **Gender, Number, and Case**, which are partly distinguished by inflections.

GENDER

42. Gender is a distinction in words corresponding to the natural distinction of *sex*. All nouns may be divided, according to gender, into three classes: Masculine, Feminine, and Neuter.

(1) Names of *male* beings are of the **Masculine Gender**: boy, brother, ox.

(2) Names of *female* beings are of the **Feminine Gender**: girl, sister, cow.

(3) Names of objects of *neither* sex are of the **Neuter Gender**: leaf, stone, hat.

NOTE.—Names *common to both sexes* are sometimes said to be of the **Common Gender**: parent, cousin, bird.

43. The gender of nouns is distinguished in three ways:—

(1) By different words:—

<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
man	woman	son	daughter
boy	girl	uncle	aunt
father	mother	monk	nun
brother	sister	drake	duck
nephew	niece	gander	goose
king	queen	wizard	witch
lord	lady	bachelor	maid

(2) By different endings :—

<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
lion	lioness	executor	executrix
count	countess	sultan	sultana
heir	heiress	czar	czarina
Jew	Jewess	marquis	marchioness
host	hostess	master	mistress
actor	actress	lad	lass
hero	heroine		

(3) By composition with distinguishing words :—

<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
man-servant	maid-servant	bondman	bondwoman
he-bear	she-bear	turkey-cock	turkey-hen
he-goat	she-goat	pea-cock	pea-hen
cock-sparrow	hen-sparrow		

NOTE. — The feminine inflections of purely English origin are *-ster* in *spinster* (old feminine of *spinner*), and *-en* in *vixen* (old feminine of *fox*). Many of the words in list (2) are foreign words and form the feminine according to the rules of the language from which they are taken.

NUMBER

44. Number, in grammar, is used to indicate whether one or more of the objects named by the noun is meant. There are two numbers in English, the Singular and the Plural. Thus *boy*, meaning only one, is of the Singular Number; *boys*, meaning more than one, is of the Plural Number.

I. The regular way of forming the Plural is by adding *s* or *es* to the singular.

1. By adding *s* :—

(a) boys, cows, feathers, shores, tables, doves, hats, strings, fields, flowers, metals, marbles, windows.

(b) Words ending in silent *e* preceded by a hissing sound make another syllable when *s* is added: horses, houses, fences, vices, vases, sizes, bridges.

2. By adding *es* :—

(*a*) *es* is added, making another syllable, to nouns ending in *s*, *sh*, *ch* (as in *church*), *x*, and *z*: gases, glasses, wishes, dishes, bushes, benches, churches, witches, boxes, foxes, topazes.

(*b*) *es* is added without making a new syllable: hero*es*, potato*es*, halve*s*, wolve*s*.

Some nouns ending in *f* or *fe* change the *f* to *v* :—

beef, beeves; calf, calves; loaf, loaves; shelf, shelves; thief, thieves; wolf, wolves; knife, knives; life, lives; self, selves.

Others do not change :—

grief, griefs; proof, proofs; dwarf, dwarfs; hoof, hoofs; cliff, cliffs; roof, roofs; chief, chiefs; reef, reefs; scarf, scarfs.

Nouns ending in *y* preceded by a consonant change *y* to *i* and add *es* :—

lady, ladies; baby, babies; lily, lilies; mercy, mercies; pony, ponies; body, bodies; puppy, puppies; penny, pennies; copy, copies; berry, berries; army, armies.

When the *y* is preceded by a vowel the plural is formed simply by adding *s* :—

boys, keys, joys, chimneys, turkeys, valleys, monkeys, abbeys, alleys.

Of nouns ending in *o*, the following add *s* :—

quarto, canto, folio, halo, libretto, palmetto, piano, solo, tyro, octavo

The following add *es* :—

hero, motto, negro, cargo, echo, potato, tomato, mosquito, grotto, volcano, calico, buffalo.

NOTE.—Letters, figures, and signs are usually made plural by adding *'s*: m*'s*, 3*'s*. Dot yours i*'s* and cross your t*'s*.

II. A few nouns show an old plural in *en* :—

oxen, children, brethren, kine.

NOTE.—In the last three the *en* has been added to earlier plurals: *childre*, *brether*, *kye*. These, therefore, are really double plurals.

III. A few nouns form their plural simply by **change of vowel**. These are :—

man, men; woman, women; foot, feet; goose, geese; tooth, teeth; mouse, mice; louse, lice.

IV. Some nouns have the same form for both numbers :—
deer, sheep, swine.

45. Nouns with Two Plurals.—Some nouns have two plural forms, with different meanings. The most common of these are :—

brother	brothers (of a family)	brethren (of a church)
cloth	cloths (kinds of cloth)	clothes (garments)
die	dies (stamps for coining)	dice (cubes for gaming)
fish	fishes (separately)	fish (collectively)
genius	geniuses (men of genius)	genii (spirits)
index	indexes (to books)	indices (in algebra)
shot	shots (discharges of a gun)	shot (balls of lead)
penny	pennies (separately)	pence (collectively)

Some nouns that have commonly a regular plural use the singular form in such phrases as :—

Three *yoke* of oxen, three *score*, ten *fathom*, a troop of *horse*.

46. Nouns used only in the Plural.—Some nouns have no singular. Such are :—

tongs, shears, scissors, trousers.

47. Foreign Plurals.—Words borrowed from other languages and not yet felt to be true English words form their plural according to the rules of the language from

which they are borrowed. The more common of such words are :—

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
alumna	alumnæ	antenna	antennæ
formula	formulæ	vertebra	vertebræ
nebula	nebulæ	larva	larvæ
alumnus	alumni	terminus	termini
radius	radii	stimulus	stimuli
focus	foci	cactus	cacti
datum	data	memorandum	memoranda
dictum	dicta	medium	media
stratum	strata	effluvium	effluvia
erratum	errata	bacterium	bacteria
appendix	appendices	vortex	vortices
vertex	vertices	radix	radices
series	series	species	species
genus	genera	apparatus	apparatus
phenomenon	phenomena	automaton	automata
criterion	criteria	ganglion	ganglia
thesis	theses	oasis	oases
axis	axes	antithesis	antitheses
amanuensis	amanuenses	hypothesis	hypotheses
analysis	analyses	crisis	crises
ellipsis	ellipses	parenthesis	parentheses
basis	bases		
beau	beaux	madam	mesdames
bandit	banditti	dilettante	dilettanti
cherub	cherubim	seraph	seraphim

Some of these words, however, have also an English plural :—

Bandits, cherubs, beaus, memorandums, formulas, etc.

48. Plural of Compound Nouns.—Compound nouns form their plural in several ways :—

(1) By adding the sign of the plural at the end of the compound : —

Attorney-generals, major-generals, car-loads.

(2) By adding the sign of the plural to the principal word in the compound : —

Brothers-in-law, lookers-on, passers-by, letters-patent, courts-martial.

(3) By adding the sign of the plural to both parts of the compound : —

Knights-templars, men-servants.

When two or more proper nouns are preceded by a title, the title only is pluralized, as : —

Senators Jones and White, Professors Brown and Hill, the Misses Thompson (preferable to "the Miss Thompsons"), Messrs. Hall and Wade, Mesdames Sloan and Carpenter.

EXERCISE 48

(a) Give the feminine of the following nouns : —

Bachelor. Boy. Drake. Father. Earl. Heir. Horse. Husband. King. Lord. Man. Sir. Son. Wizard. Bridegroom. Widower. He-goat. Peacock. Marquis. Lad. Master. Host. Duke. Actor. Emperor. Signor. Hero. Landgrave. Buck. Ram. Czar. Administrator. Alumnus.

(b) Give the singular of the plural nouns, and the plural of the singular nouns : —

Valley. Mice. Hen. Key. Stories. Allies. Alleys. Wife. Roof. Proof. Knife. Selves. Antenna. Dicta. Theses. Fences. Witches. Beeves. Turkey. Quarto. Echo. Potato. Solo. Goose. Child. Sheep. Penny. Species. Phenomena. Basis. Crisis. Vortex. Criterion. Appendices. Apparatus. Genera. Handful. Sister-in-law. Looker-on.

CASE

49. Nouns have three cases: Nominative, Possessive, and Objective.

Singular

<i>Nom.</i>	boy	lady	child
<i>Poss.</i>	boy's	lady's	child's
<i>Obj.</i>	boy	lady	child

Plural

<i>Nom</i>	boys	ladies	children
<i>Poss.</i>	boys'	ladies'	children's
<i>Obj.</i>	boys	ladies	children

The **Nominative Case** is the case of the **subject** of the verb. In the sentence "Birds fly," *birds*, the subject of the verb, is in the Nominative Case.

The **Possessive Case** usually denotes **possession**: *John's* kite.

The **Objective Case** is the case of the **object**, direct or indirect. In the sentence "The hunter killed a bird," *bird* is the direct object of the verb *killed*. In "He made the boy a whistle," *whistle* is the direct object and *boy* the indirect object of the verb. *Bird, whistle, boy*, in these sentences, are then in the Objective Case.

EXERCISE 49

Tell the case of each noun:—

1. Harry broke his bicycle.
2. The thief was caught.
3. Leaves are falling.
4. Mr. Brown's house was burned.
5. Jane lost her book.
6. The sun's rays melted the snow.
7. Did John find his top?
8. The frost has killed the flowers.
9. Tom caught the ball.
10. Lightning struck the tree.
11. Mary's dress is torn.
12. The dog tore Mary's

dress. 13. Chestnuts are ripe. 14. The wind has scattered the leaves. 15. Has the farmer sown his wheat? 16. Arthur found a crow's nest. 17. The rain has stopped the children's game. 18. The merchant kept boys', men's, and ladies' shoes. 19. Alice found her brothers' books. 20. When will the train leave?

50. Uses of the Nominative Case. — The Nominative is used as follows: —

(1) As the Subject of a Verb: The *sun* rises.

(2) As a Predicate Noun, with certain verbs that have not of themselves a complete meaning: The soldier became *captain*.

(3) In Apposition with some other Nominative: Charles, the *driver*, lost his way.

(4) In Address: *John*, where have you been?

(5) Absolutely with a participle: The *rain* being over, we returned home. This is called the Nominative Absolute.

EXERCISE 50

Point out the nouns in the nominative case, and tell in which of the five ways each is used: —

1. Bryant, the poet, translated the *Iliad*. 2. A heavy rain having fallen, the roads were impassable. 3. Boatman, do not tarry. 4. He was elected governor. 5. My brother is a lawyer. 6. The sun having risen, we set out. 7. An honest man is the noblest work of God. 8. Friends, Romans, countrymen, lend me your ears. 9. Cicero, the orator, was called Tully by older writers. 10. Henry, lend me your knife. 11. The Joneses are our neighbors. 12. Thomas, your mother is calling you. 13. Darkness coming on, we stopped at the tavern. 14. Benedict Arnold turned traitor. 15. The postman comes, the herald of a noisy world. 16. Kipling, the author of "The Jungle Book," is an Englishman. 17. Whitney was the inventor of the cotton-gin. 18. Eugene Field became a journalist. 19. Franklin left Boston a poor printer and returned a famous statesman. 20. Books are the legacies of wise men.

51. Uses of the Possessive Case. — The Possessive Case is so called because it usually denotes possession. It is equivalent to *of* with the Objective Case. "The miller's house" is equivalent to "the house of the miller."

Of with the Objective, however, is not always equivalent to the Possessive: "the city of Boston" cannot be changed to "Boston's city." On the other hand, the Possessive is not always equivalent to *of* with the Objective: "The Winter's Tale," the name of one of Shakspeare's plays, means "a tale for winter," not "a tale of winter"; "an evening's entertainment" means "entertainment for an evening"; "a Colt's revolver" means "a revolver made by Colt."

The sign of the possessive singular, 's,¹ is for an older *es*, still seen in *Wednesday* (Woden's day). It is also used to form the possessive plural of nouns whose nominative plural does not end in *s*: *men's*, *oxen's*, *deer's*.

In nouns of more than one syllable ending in an *s* or *z* sound the *s* is sometimes omitted, to avoid the unpleasant repetition of hissing sounds: "For conscience' sake," "Moses' seat," "Lycurgus' sons." But where the possessive ending does not sound harsh, it is retained: "Jones's house," "St. James's Square," "Morris's sons."

In compound nouns, and when two or more words are closely connected, the possessive inflection comes at the end: *father-in-law's*, *man-of-war's*, *somebody else's*, *Smith and Brown's* store, *Beaumont and Fletcher's* plays, the *Queen of England's* crown.

When separate possession is meant, each noun should have the sign: *John's* and *Mary's* shoes, *Webster's* and *Worcester's* dictionaries.

The possessive plural of nouns forming the plural in *s* or *es* is indicated by the apostrophe alone: the *boys'* playground, *ladies'* waiting-room.

¹ The comma above the line before the *s* is called an *apostrophe*.

EXERCISE 51

Construct sentences containing the possessive case of the following nouns and phrases:—

Sailor. Boy. Dog. Laborers. Workmen. Butterfly. Flies. Foxes. Marquis. Dwarf. Wife. Tornado. Geese. Princess. Demosthenes. Mason and Dixon. Wright and Ditson. Moses. Webster the statesman. The Prince of Wales. The Queen of England. Henry the Eighth. George III. President Jackson. Brother-in-law. Attorney-general. David the king.

52. Uses of the Objective Case.—The Objective Case is used:—

(1) As the Direct Object of a Verb: The hunter killed a *deer*.

(2) As the Indirect Object of a Verb: Robert gave his *brother* a knife.

(3) After Prepositions: He fell into the *pond*. They returned before *night*.

(4) In Apposition with another noun in the Objective Case: I know your friend, the *judge*.

(5) As the Objective Complement, or Second Object, after certain verbs: They elected his father *governor*.

(6) Adverbially, to express time, distance, and similar relations: I saw him *Monday*. He stayed two *weeks*. He ran a *mile*.

EXERCISE 52

Point out the nouns in the objective case, and tell in which of the six ways each is used:—

1. The frost has killed the flowers. 2. Have you caught any fish? 3. He has been here a fortnight. 4. I saw your uncle, Mr. White, in the village. 5. I stood on the bridge at midnight. 6. His house is ten miles from the station. 7. The President has appointed Mr. Smith postmaster. 8. My cousin gave Robert a pony. 9. Have you paid

the man his wages? 10. The cat has killed Tony, my canary. 11. The dog bit Thomas, the gardener. 12. They elected Harry captain of the team. 13. The fish weighed three pounds. 14. We call Washington the father of his country. 15. I met Mr. Smith, the postmaster, in the city last week. 16. He gave the man a blow on the cheek. 17. Mary sent her aunt a basket of flowers. 18. We returned home after dark. 19. He lectured on Longfellow, the author of "Evangeline." 20. The tramp threw a stone at my dog Rover. 21. The hotel is three blocks from Broadway. 22. My racket cost five dollars. 23. The snake measured four feet from head to tail. 24. My little brother is ten years old to-day.

PARSING

53. To **parse** a word is to tell what part of speech it is, and its relation to other words in the sentence. In parsing a Noun the principal thing is to decide in what **case** it is, and why.

REVIEW

5

Parse each noun:—

1. Knowledge comes, but wisdom lingers.
2. Imitation is the sincerest flattery.
3. Prosperity makes friends, adversity tries them.
4. The groves were God's first temples.
5. A hard beginning maketh a good ending.
6. No legacy is so rich as honesty.
7. All mankind love a lover.
8. The heavens declare the glory of God; and the firmament showeth his handiwork.
9. Justice, sir, is the great interest of man on earth.
10. Sweet mercy is nobility's true badge.
11. At Christmas play and make good cheer,
For Christmas comes but once a year.
12. What are the wild waves saying,
Sister, the whole day long?
13. One morn a Peri at the gate
Of Eden stood disconsolate.

14. Thus done the tales, to bed they creep,
By whispering winds soon lulled to sleep.
15. O judgment! thou art fled to brutish beasts,
And men have lost their reason.
16. Fire in each eye, and papers in each hand,
They rave, recite, and madden round the land.
17. We are such stuff
As dreams are made of, and our little life
Is rounded with a sleep.
18. From morn
To noon he fell, from noon to dewy eve,
A summer's day.
19. They sang of love, and not of fame;
Forgot was Britain's glory;
Each heart recalled a different name,
But all sang "Annie Laurie."
20. The world goes up and the world goes down,
And the sunshine follows the rain;
And yesterday's sneer and yesterday's frown
Can never come again.

CHAPTER XII

PRONOUNS

54. The Pronoun, as we have seen, is so called because it is used for a Noun. But this definition is not broad enough to cover all uses of pronouns. The pronouns *I, we, you, who, this, that*, express relations of person and place that the noun alone could not express. In "He that runs may read," *he* and *that* cannot be replaced by nouns. Pronouns, then, are really reference words, pointing out persons and things, rather than standing for nouns.

55. There are five classes of pronouns:—

- (1) **Personal** : *I* lent *him* *my* knife.
- (2) **Interrogative** : *Who* did this?
- (3) **Relative** : The boy *that* borrowed my top lost it.
- (4) **Demonstrative** : Who did *this*?
- (5) **Indefinite** : *Somebody* said so.

PERSONAL PRONOUNS

56. Personal Pronouns are so called because they are used to distinguish the three grammatical Persons, the **speaker** (First Person), the **person spoken to** (Second Person), and the **person or thing spoken of** (Third Person). Like nouns, they have Gender, Number, and Case, and are declined as follows:—

First Person		Second Person	Third Person		
Singular			Masc.	Fem.	Neut.
Nom.	I	thou	he	she	it
Poss.	{ my mine	{ thy thine	his	{ her hers	its
Obj.	me	thee	him	her	it
Plural					
Nom.	we	you (ye)		they	
Poss.	{ our ours	{ your yours		{ their theirs	
Obj.	us	you		them	

Personal pronouns, unlike nouns, have different forms for the objective and nominative cases: *I, me; he, him*, etc. The only exceptions are *you* and *it*, which have the same form in the objective case that they have in the nominative.

57. The possessive forms *my, thy, her, its, our, your, their* are never used without a noun following; the forms *mine, thine, hers, ours, yours, theirs* are used when no noun follows:—

He is *my* friend and *yours*.
 He is *your* friend and *mine*.
 Is this *her* book? No, that book is *hers*.
 It is *our* turn, not *theirs*.
 It is *their* turn, not *ours*.

His is used both ways:—

Is this *his* hat? Yes, that hat is *his*.

In older English *mine* and *thine* were used instead of *my* and *thy* before words beginning with a vowel: *Mine* equal; *thine* enemy.

58. The forms of the second person singular, *thou, thy, thine, thee*, are used now only in poetry and prayer. In ordinary speech we use instead the plural forms, *you, your, yours*. The plural verb is always used with *you*, even when only one person is addressed: *Were you* there? I was

In older English, as in the English Bible (1611), *ye* is regularly used for the nominative, and *you* for the objective: "No doubt but *ye* are the people and wisdom shall die with *you*." *Ye* is sometimes found in modern poetry; but ordinary speech uses *you* for both nominative and objective.

The original possessive of *it* was not *its*, but *his*: "If the salt have lost *his* savor, wherewith shall it be salted?" *It's*, in modern English, is an abbreviation of *it is*, and should never be used for *its*.

The plurals *we*, *you*, and *they* are sometimes used indefinitely, without reference to any particular person:—

We seldom find honor among thieves.
 You cannot eat your cake and have it too.
 They say so.
 Your worm is your only emperor for diet.
 Your real grumbler never smiles.

It is used after certain verbs indefinitely, as a sort of cognate object (see 84): foot *it*, rough *it*, queen *it*, fight *it* out.

59. Compound Personal Pronouns.—The Compound Personal Pronouns are formed by adding *self* (*selves*) to forms of the Personal Pronouns. They are: *myself*, *thyself*, *yourself*, *himself*, *herself*, *itself*, *ourselves*, *yourselves*, *themselves*.

These Compound Personal Pronouns are used:—

(1) As **Reflexive Pronouns**: I hurt *myself*. He praises *himself*.

A Reflexive Pronoun is always the object (direct or indirect) of a verb, or the object of a preposition, and refers to the same person or thing as the subject: We should never praise *ourselves*. He got *himself* a new hat. She thinks only of *herself*.

In older English the simple pronouns are used as reflexives. This use still occurs in poetry, and sometimes also in prose, especially in the case of the indirect object: Now I lay *me* down to sleep. My father has bought *him* a new horse.

(2) As **Emphatic** Pronouns emphasizing a noun or pronoun already used: I saw him *myself*. He told me so *himself*. She *herself* knows it is false. I asked the governor *himself*.

The compound pronoun is sometimes used instead of the simple personal pronoun: Here are tickets for *yourselves* and friends.

Self (*selves*) is sometimes used separately as a noun: Tarquin's *self*; my woful *self*; men may rise on stepping stones of their dead *selves* to higher things.

EXERCISE 53

Point out the personal and the compound pronouns, and tell the person, number, and case of each.

1. Love thy neighbor as thyself. 2. It is I; open the door. 3. Take heed that ye do not your alms before men, to be seen of them. 4. Thy father's friend forget thou not.

5. His flock he gathers and he guides
To open downs and mountain sides.

6. Rocked in the cradle of the deep,
I lay me down in peace to sleep.

7. Who gives himself with his alms feeds three, —
Himself, his hungry neighbor, and me.

8. Theirs not to make reply,
Theirs not to reason why,
Theirs but to do and die.

9. Build thee more stately mansions, O my soul!

10. Riches certainly make themselves wings.

11. What is yours is mine, and all mine is yours.

12. "God save thee, Ancient Mariner,
From the fiends that plague thee thus!
Why look'st thou so?" "With my crossbow
I shot the Albatross."

INTERROGATIVE PRONOUNS

60. The Interrogative Pronouns are used in asking questions. They are *who*, *which*, and *what*.

Who is used only of persons: *Who* is your teacher?

What is used only of things: *What* did he want?

Which is used of either persons or things: *Which* of you came first? *Which* will you have, the apple or the pear?

61. **Which** and **what** are uninflected, that is, have each only one form. **Which** is used as singular and plural, nominative and objective. **What** is used for both cases, but is always singular. They have no possessive case.

Who is declined as follows:—

<i>Nom.</i>	who
<i>Poss.</i>	whose
<i>Obj.</i>	whom

It has no variation of form for gender or number.

Whether, meaning "which of the two," is now obsolete, but is familiar from its use in Scripture: "Whether is greater, the gift or the altar?"

EXERCISE 54

Parse the interrogative pronouns:—

1. With whose permission did he leave home?
2. Who saw him last?
3. What does he want?
4. Which do you prefer, the red or the blue?
5. With whom were you riding yesterday?
6. Whose horse did you drive?
7. What was the cause of the outcry?
8. To whom did you give the apple?
9. Who is that standing on the bridge?
10. What is the name of that flower?
11. Which is the wind that brings the rain?
12. What have you in your pocket?
13. Here are two marbles; which will you take?
14. Whom do you wish to see?
15. Which passed the better examination, Mary or Alice?
16. Whose house is that?
17. Who killed Cock-Robin?
18. What is the mean-

ing of *interrogative*? 19. What did you hit him with? 20. What did you tell him for? 21. Whom do you want to go with? 22. Which of the boys do you like best? 23. What is corn worth this week? 24. What are the wild waves saying? 25. Who were there?

RELATIVE PRONOUNS

62. The word or group of words to which a pronoun refers is called the **Antecedent** of the pronoun, so named because it commonly comes before the pronoun.

Pronouns which join the clause in which they stand to their antecedents are called **Relative Pronouns**.

In the sentence,—

This is the house that Jack built,

that is a relative pronoun. It is a pronoun because it stands for the noun *house*; it is a relative pronoun because it joins the clause "that Jack built" as a modifier to its antecedent *house*.

Relative pronouns, then, are not only reference words, like other pronouns, but are also conjunctive words. They are, however, not to be confounded with conjunctions, for they have the same case relations as the personal pronouns.

63. The relative pronouns are **who**, **which**, **what**, and **that**. **That** and **what** are indeclinable, and are used only in the nominative and objective cases.

Who and **which** are declined as follows:—

<i>Nom.</i>	who	which
<i>Poss.</i>	whose	[whose]
<i>Obj.</i>	whom	which

Who, *which*, and *that* are singular or plural, according to the number of the antecedent. *What* is always singular.

Which is really indeclinable, but the possessive case of

who is frequently used as a possessive of *which*. We may say, "A triangle whose sides are equal," as well as, "A triangle the sides of which are equal."

That was originally a demonstrative pronoun, and is the oldest relative; *who*, *which*, and *what*, originally interrogative pronouns, came later to be used as relatives.

64. As Relative Pronouns, *who* refers to persons only, *which* to things, and *that* to either persons or things. Which was formerly used for persons as well as for things, as in the older form of the Lord's Prayer: "Our Father *which* art in heaven." We have already seen that as an interrogative *which* is used indifferently for persons and things.

65. The Relative Pronoun takes its person and number from its antecedent, but its case is determined by its use:—

I, who am your chief, command you.

I, whom they hated, was their benefactor.

Thou, who seest all things, seest me.

He whose tongue is loudest thinks the least.

66. *What* differs from the other relatives in that it has no antecedent. In meaning it contains its own antecedent.

Thus in—

What is new is not always true,

what is equivalent in meaning to *that which*; and we may say

That which is new is not always true,

where *that*, subject of *is not always true*, is the antecedent of *which*, subject of *is new*. In parsing, however, it is better not to resolve *what* into *that which*. In the sentence above, parse *what* as the subject of *is new*; and *what is new* as the subject of *is not always true*. See Noun Clauses, 142, 1.

Who, also, is sometimes used without an antecedent expressed: "Who steals my purse steals trash."

67. Compound Relative Pronouns.—*-ever* and *-soever*, affixed to *who*, *which*, and *what*, form the Compound Relatives *whoever*, *whichever*, *whatever*, etc. They have no antecedent expressed, and refer to no definite person or thing, but have the same connective force as the simple relatives:—

Whoever asks may have.

Whatsoever ye would that men should do to you, do ye even so to them.

Who in these compounds is declined: *Whosoever*, *whosesoever*, *whomsoever*.

68. *As* and *But* as Relatives.—The conjunction *as* is used, especially after *such*, with the force of a relative pronoun:

We are such stuff *as* dreams are made of.

But, in such sentences as—

There is no one but knows this,

is equivalent to *who . . . not*, and takes therefore the place of a relative.

69. Relative Omitted.—The relative pronoun is sometimes omitted, as in—

He is the very man I met before.

Have you read the book I gave you?

where the objects of *met*, *gave*, are to be supplied in parsing.

70. To parse a Relative Pronoun, give its case and its agreement with its antecedent, thus:—

A British officer, who saw the battle, has written an account of it.

Who is a relative pronoun, in the third person, singular number, and masculine gender, to agree with its antecedent *officer*, and in the nominative case, because it is the subject of the verb *saw*.

The British officer whom you met yesterday has been ordered home.

Whom is a relative pronoun, in the third person, singular number, and masculine gender, to agree with its antecedent *officer*, and in the objective case, because it is the object of the verb *met*.

What he says is true.

What is a relative pronoun, without antecedent expressed; it is in the objective case, because it is the object of the verb *says*. The clause *what he says* is then to be parsed as subject of the predicate *is true*.

EXERCISE 55

Parse the relative pronouns :—

1. I have lost the book that you lent me. 2. The tailor that lived on Broadway has moved. 3. The rain which threatened has passed over. 4. Have you seen the sailor that returned from Hawaii last week? 5. I know a little boy whose name is Jack. 6. Thomas Jefferson, who wrote the Declaration of Independence, also founded the University of Virginia. 7. The Philippine Islands, which the Americans acquired from Spain, are very fertile. 8. Rudyard Kipling, whom Americans at first disliked because he criticised them severely, has since become a favorite author in the United States. 9. Lightning struck the tree under which we were sitting. 10. My friend whom you met is a doctor. 11. He laughs best who laughs last. 12. They who sow the wind reap the whirlwind. 13. Benjamin Franklin, who wrote "Poor Richard's Almanac," was famous as a scientist. 14. The people whose houses were burned lost heavily. 15. He was always just, even to people whom he disliked. 16. Who is the man that you were talking with just now? 17. The book that you spoke of is in the library. 18. The catalogue that you sent for will come to-morrow. 19. Your sister has found the purse you lost yesterday. 20. That's the funniest story I ever heard. 21. He knew me the minute he saw me. 22. The book he wants is in my desk. 23. I, who am known to you all, give you my word for it. 24. O thou that hearest prayer, to thee shall all flesh come. 25. Give me what you have in your hand. 26. Did you get what you wanted? 27. Whatever he undertakes prospers. 28. Who breaks, pays. 29. Whoever crosses this line does so at his peril. 30. Such as are worthy will be promoted. 31. There is no one in the school but likes him.

DEMONSTRATIVE PRONOUNS

71. Demonstrative Pronouns point out emphatically the person or thing referred to. They are **this**, plural **these**, and **that**, plural **those**. The former stands for a nearer, the latter for a more remote, person or thing. They are not inflected for case; the same form is used for the nominative and objective, and the possessive is wanting.

This is the book you asked for.

That is yours; *this* is mine.

These are the men I told you of.

Those are the books I want, not *these*.

INDEFINITE PRONOUNS

72. The following words, some of which are properly adjectives and others nouns, have, when used substantively, a pronominal value and are classed together as Indefinite Pronouns:—

Any, any one, anybody, anything;

Some, some one, somebody, something;

One, none, nobody, nothing;

Aught, naught; both; much, little; many, several, few, all; either, neither; each; such.

One and its compounds, *somebody* and the like, *other* and *another*, *either* and *neither*, have a possessive case: *One's* duty. *Somebody's* book. *One* and *other* have the plurals *ones*, *others*.

73. Reciprocal Pronouns.—*Each other*, *one another*, are called Reciprocal Pronouns. In the sentence, "They helped one another," *one* is in the nominative case, in apposition with *they*; *another* is in the objective case, object of the verb *helped*.

In such sentences as, "I tell you what," *what* is neither relative nor interrogative, but indefinite, and should be parsed as such.

EXERCISE 56

Parse the demonstrative and the indefinite pronouns : —

1. Have you seen this before? 2. That is what I asked you. 3. Are these the goods you ordered? 4. This is the most interesting story I ever read. 5. Those who come first will get the best seats. 6. Has any one been in this morning? 7. He promised to give special attention to those who apply by letter. 8. I preferred these to those. 9. One never knows what may happen. 10. Each respected the other. 11. One's conduct speaks louder than one's words. 12. They kept each other's secrets. 13. It is somebody else's turn to go. 14. That is nobody's business but his. 15. Some went one way, some another. 16. I have no ink; please give me some. 17. If any one comes, tell him to wait. 18. Do you need anything more? 19. Both of them may go, for aught I care. 20. Neither of these answers is right. 21. All of you made the same mistake. 22. Some said yes, others no. 23. Of such is the kingdom of heaven. 24. Few can tell what he really thinks. 25. When he is angry he stops at nothing. 26. That is all I have to say. 27. Somebody has scribbled on my paper, and I haven't any that I can use. 28. Which pen do you want, this or that? 29. Give me both. 30. He has seen much, but has learned little. 31. Each of them gave a different answer. 32. Few shall part where many meet.

REVIEW

Parse the nouns and the pronouns : —

1. Talent is that which is in a man's power; genius is that in whose power a man is. 4

2. There are some that bear a grudge even to those that do them good. 5

3. I am a part of all that I have met.

4. Go, get you to your house.

5. Whoever fights, whoever falls,
Justice conquers evermore.

6. Who is he
That he should rule us ? Who hath proven him
King Uther's son ?
7. Rattle his bones over the stones !
He's only a pauper whom nobody owns !
8. Oh, don't you remember sweet Alice, Ben Bolt,
Sweet Alice, whose hair was so brown ;
Who wept with delight when you gave her a smile,
And trembled with fear at your frown ?
9. That man may last, but never lives,
Who much receives, but nothing gives ;
Whom none can love, whom none can thank, —
Creation's blot, creation's blank.
10. The spirit who bideth by himself
In the land of mist and snow,
He loved the bird that loved the man
Who shot him with his bow.
11. How happy is he born and taught,
That serveth not another's will ;
Whose armor is his honest thought,
And simple truth his utmost skill !
12. That time of year thou mayst in me behold
When yellow leaves, or none, or few, do hang
Upon those boughs which shake against the cold,
Bare ruined choirs, where late the sweet birds sang.
- Blest are those
13. Whose blood and judgment are so well commingled,
That they are not a pipe for fortune's finger
To sound what stop she please. Give me that man
That is not passion's slave, and I will wear him
In my heart's core, ay, in my heart of heart,
As I do thee.

CHAPTER XIII

ADJECTIVES

74. Adjectives may be divided into three classes : —

(1) **Adjectives of Quality:** *A good horse. A wise man. Cold weather.*

(2) **Numeral Adjectives:** *Five days. Three times. The seventh man.*

(3) **Pronominal Adjectives:** *This class. That boy. Which book?*

NUMERAL ADJECTIVES

75. Numerals are of two kinds, Cardinals and Ordinals. The **Cardinals** are those which tell how many : *one, two, three, twenty, hundred, thousand.*

The **Ordinals** are those which tell position in a series : *first, second, third, twentieth, hundredth, thousandth.*

The ordinals (except *first* and *second*) are also used to tell the parts into which a quantity or thing is divided, and have then the construction and inflection of nouns : *Two-thirds of the crew were drowned. Three-fifths of twenty is twelve.*

PRONOMINAL ADJECTIVES

76. Pronominal Adjectives fall, according to their meaning, into the following classes : —

(1) The possessive forms of the personal pronouns have the value of adjectives, and are by many grammarians called Possessive Adjectives : *My book. Your pencil.*

(2) The interrogatives *which* and *what* are used as Interrogative Adjectives: *Which* book do you want? *What* answer did he make?

(3) *Which* and *what* are also used as Relative Adjectives: He was two years in Germany, during *which* time he heard the lectures of several famous scholars. He spent *what* money he had.

The Compound Relatives, *whatever*, *whichever*, etc. (not *whoever*), are used as adjectives, and may then be called Indefinite Relative Adjectives; but it would be better to call them simply Indefinite Adjectives:—

Whichever road he takes, he will find it bad.

(4) The Demonstrative Adjectives are *this* (plural *these*), *that* (plural *those*), *yon*, and *yonder*: *These* men. *That* tree. *Those* friends of yours. *Yonder* ivy-mantled tower. *Yon* glittering star.

These and *those* are the only adjectives in English that show inflection for number. *Yon* and *yonder* are not used as pronouns.

(5) *One*, *any*, *some*, *no*, *every*, *other*, *another*, *both*, *many*, *several*, *few*, *all*, *much*, *little*, *either*, *neither*, *former*, *latter*, *each*, *such*,—many of which have already been described as indefinite pronouns,—may be used as adjectives, and are then called Indefinite Pronominal Adjectives:—

Both horses were stolen.

Such men are dangerous.

Many men, *many* minds.

Every member of the class was present.

Each day brings its pleasures.

No man knoweth his sepulchre.

NOTE.—*Many a*, as in “I have heard it many a time,” may be taken together and parsed as one adjective. Though it is plural in meaning, it is singular in form, and requires always a singular noun.

(6) The adjectives *a* or *an* and *the* are called **Articles**. *A, an*, is called the Indefinite Article.

An is used before words beginning with a vowel sound, and often before *h* in unaccented syllables, as in *historical*, where *h* is scarcely heard. *A*, a clipt form of *an*, is used before words beginning with a consonant sound: —

A tree. *An* apple. *A* history. *A* horse. *A* university. *An* historical novel. *An* heroic deed.

The indefinite article is from old English *an*, which gives also our numeral *one*. "A child" means any one of the class "children."

NOTE 1. — The indefinite article is used idiomatically with *few*, *great*, *many*, *hundred*, etc., to form an adjective phrase limiting nouns in the plural: *A few* days. *A great many* words. *A hundred* times. The pronominal use, on the other hand, of *few*, etc., is seen in: *A few* of my friends. *A great many* of them.

NOTE 2. — The *a* in *asleep*, *a-fishing*, *aboard*, is not the article, but a reduced form of the preposition *on*.

The is called the Definite Article. It is a weakened form of an old English demonstrative which survives in the modern *that*, and it retains a pronominal (*i.e.* reference) force in almost all of its modern uses. These uses are as follows: —

1. It marks a thing as already described, or mentioned, or otherwise sufficiently known to the hearer or reader: *The* sun. *The* Atlantic. Give me *the* change.

2. It marks a thing to be explained by some following word, phrase, or clause: *The* next day. *The* earliest opportunity. *The* book you asked for.

3. It is sometimes used with the singular of a class-noun to denote that the whole class is meant: *The* fool hath said in his heart, there is no God. *The* mocking-bird is sometimes called *the* American nightingale.

NOTE. — In such sentences as, "The longer the day, the shorter the night," *the* before *longer* and *shorter* is not the article, nor an

adjective at all. It is an old case of the demonstrative pronoun *that*, modifying the comparative to which it is prefixed, and means *by that*: *By that* the day is longer, *by that* the night is shorter. *The* in this construction is to be parsed as an adverb.

COMPARISON

77. With the exception of *this* and *that*, which form the plurals *these*, *those*, adjectives have in English no inflection for gender, number, or case. Most adjectives, however, have an inflection to distinguish degrees of the quality or quantity indicated. This is called **Comparison**.

There are three degrees of comparison: Positive, Comparative, Superlative.

The simple adjective, without inflection, is said to be in the **Positive Degree**: *sweet*, *hard*, *tall*.

The form of the adjective used in comparing one object with another is called the **Comparative Degree**: *sweeter*, *harder*, *taller*; he is *taller* than I am.

The form of the adjective which is used to denote the quality or quantity in the greatest degree is called the **Superlative Degree**: *sweetest*, *hardest*, *tallest*; he is the *tallest* man I ever saw.

78. The comparative degree is commonly formed by adding *er* to the simple adjective, and the superlative by adding *est*, as in the examples given above.

The comparative and superlative degrees of some adjectives are formed by the use of the adverbs *more*, *most*, to avoid the formation of long and clumsy words; thus the comparative of *beautiful* is *more beautiful*, not *beautifuler*. Some adjectives may be compared in both ways: *clearer* or *more clear*.

Another way of comparing adjectives is by means of the adverbs *less* and *least*: *less beautiful*, *least beautiful*.

79. The following adjectives are irregularly compared :—

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
good	better	best
bad, evil, ill	worse	worst
far	farther, further	farthest, furthest
little	less, lesser	least
much, many	more	most
late	later, latter	latest, last
near	nearer	nearest, next
nigh	nigher	highest, next
old	older, elder	oldest, eldest
hind	hinder	hindmost, hindermost
—	inner	inmost, innermost
—	outer	outmost, outermost
—	utter	utmost, uttermost
—	upper	upmost, uppermost
—	former	foremost, first

Some adjectives cannot, because of their meaning, be compared. Such are *wooden, golden, sufficient, inimitable, square, perfect*, and the like. Many of them, however, are often loosely used in the comparative and superlative. In the Bible we read: “A *more perfect* knowledge”; and in Milton, “*chiefest*,” etc.

80. The adjective with the definite article is often used without a noun, when the noun may be readily supplied: *The rich* are not always happy. None but *the brave* deserves *the fair*.

81. Nouns in English are not infrequently used with the force of adjectives: *The angel* choir. *Sunday* papers. A *country* boy. A *gold* ring.

REVIEW

Point out the adjectives, tell to which class each belongs, and with what noun or pronoun it is to be construed :—

1. Man's feeble race what ills await !
2. He fed the hungry and clothed the poor.

3. Great is Diana of the Ephesians !
4. The One remains, the many change and pass.
5. Unto the pure all things are pure.
6. Every seventh year was held sacred by the Jewish people.
7. The needy traveller, serene and gay,
Walks the wide heath, and sings his toil away.
8. Happy ! ah, ten times happy had I been,
If Hampton-Court these eyes had never seen !
9. Hard by yon wood, now smiling as in scorn,
Muttering his wayward fancies, he would rove.
10. This seraph band, each waved his hand,
No voice did they impart.
11. My loved, my honored, much respected friend !
No mercenary bard his homage pays,
With honest pride I scorn each selfish end,
My dearest meed, a friend's esteem and praise.
12. Beneath those rugged elms, that yew-tree's shade,
Where heaves the turf in many a mouldering heap,
Each in his narrow cell forever laid,
The rude forefathers of the hamlet sleep.
13. That low man seeks a little thing to do,
Sees it and does it ;
This high man, with a great thing to pursue,
Dies ere he knows it.
14. Remote, unfriended, melancholy, slow,
Or by the lazy Scheld or wandering Po ;
Or onward, where the rude Carinthian boor
Against the houseless stranger shuts the door ;
Or where Campania's plain forsaken lies ;
A weary waste expanding to the skies ;
Where'er I roam, whatever realms to see,
My heart, untravell'd, fondly turns to thee.

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CHAPTER XIV

VERBS

82. ~~The Verb says something of~~ a subject. It expresses either an act or a state.

Some verbs are used in the expression of both act and state, with a difference of meaning:—

He *looked* calmly on (act).

He *looked* calm (state).

I *felt* his pulse (act).

I *felt* sleepy (state).

83. Verbs may be divided into two classes, Transitive and Intransitive.

A **Transitive Verb** is one that takes an object: That boy *struck* my dog. He *found* his book. I *shot* a hawk.

An **Intransitive Verb** is one that does not take an object: The horse *ran* off. The rain *fell* in torrents. There it *lies*.

In intransitive verbs the act is confined to the subject; in transitive verbs the act *passes over* to some object (hence the name *transitive*, "passing over").

84. Many transitive verbs are used intransitively: The chain *broke*. The smoke *lifted* from the field. The color does not *show* well by lamp-light.

On the other hand, some intransitive verbs are also used transitively. He *ran* a splinter in his hand. *Walk* your horses over this bridge. The farmer *grows* wheat in this field. His brother *sailed* the boat into port.

Many intransitive verbs take an object of kindred meaning, but are not to be parsed as transitive verbs: To *die the death* of the righteous. He has slept his last *sleep*. I dreamed a fearful *dream*. This is called the Cognate Object.

85. The verb *be* has a peculiar value. In the sentence "Tom is industrious," the adjective *industrious* is what is said of *Tom*, and the verb *is* really says nothing; it expresses neither an act nor a state. Yet without the *is* we have no sentence; "Tom industrious" makes no statement about Tom. Thus we ~~are not~~ ^{are} ~~at the time~~ ^{give} the value of *be*. It enables us to make an assertion out of a noun or an adjective, though it contains no meaning of itself. In "Tom works," *works* is a verb, expressing an act; in "Tom is industrious," *is* is a verb, giving the form of assertion, but asserts nothing until it is completed by the word that tells us what Tom is. Because of its office of connecting the subject with the essential predicate, it is often called the *copula*, and the word that completes the predicate is called the *complement*.

Other verbs that have this copulative function are *seem*, *become*, and, sometimes, many other verbs such as *appear*, *look*, *feel*, *taste*, *grow*, *turn*. These verbs differ from *be* in having a certain meaning of their own, but are like it in requiring some other word to make a complete predicate. Thus in "Arnold turned traitor," *turned* denotes action, but is not complete without the noun *traitor*, and, in so far, serves as copula between *Arnold* and *traitor*.

The complement after these verbs always refers to the subject, and is carefully to be distinguished from the object of a transitive verb. In "Cæsar was consul," *consul* is not the object of *was*, for *was* denotes no action and can therefore have no object. Nor is *traitor* in the example above the object of *turned*, for *turned* does not here represent an

action as *going over* to anything else. The noun or pronoun complement after these verbs is in the same case as the subject, the nominative, and is therefore called the Predicate Nominative. Adjectives so used are said to be in the predicate construction, or are called simply Predicate Adjectives. The verb, of course, is always intransitive.

86. Some transitive verbs, also, take besides the object a complementary noun or adjective, which, with the verb, gives a different meaning from that of the simple verb. Thus in "He made the stick straight," we do not mean that he *made* the stick, but that he straightened it. *Stick*, then, is the object, not of *made*, but of the whole verb-noun expressed by *made* and the complementary adjective *straight*. Similarly in "Your generosity makes all men your friends," *men* is the object, not of *makes*, but of *makes your friends*. The complementary word in this construction always refers to the object; whence it is called the Objective Complement, and, if a noun or pronoun, is always in the objective case.

Some verbs that are otherwise intransitive may take an object when their meaning is changed by an objective complement word or phrase. The predicate so formed is sometimes called the "factitive predicate":—

A female atheist talks you dead.

He walked himself footsore.

I have run myself out of breath.

Sometimes prepositional phrases that can hardly be classed as objective complement serve nevertheless to make intransitive verbs transitive; for example:—

He talked me to death.

They laughed him to scorn.

87. Transitive verbs have two forms of expression. We may say, "John broke the glass" or "The glass was broken by John." The meaning is the same; the difference is only in the way it is said. This difference in the form of expression is called **Voice**. In the first sentence the verb is in the **Active Voice**; in the second, the verb is in the **Passive Voice**.

The **Active Voice** represents the subject as acting: Henry struck James.

The **Passive Voice** represents the subject as acted upon: James was struck by Henry.

In changing the form of expression from the active to the passive voice, it will be seen that the object of the verb in the active voice becomes the subject of the verb in the passive.

88. As intransitive verbs have no object, they cannot be used in the passive voice. Yet the verbs made transitive by an objective complement admit the passive construction, except when the object is reflexive: —

He was talked to death.

He was laughed to scorn.

Further, the object of a preposition after intransitive verbs, as in —

They laughed at him,

may be made the subject of the verb in the passive construction, the preposition being retained as an adverb, thus: —

He was laughed at.

It is the *direct* object of the action that is made the subject of the passive; but English usage goes so far as to allow the indirect object also to become the subject of the passive construction: —

- a. They gave him a dinner.
- b. A dinner was given him.
- c. He was given a dinner.

In the last example *dinner*, the direct object of the action, is retained after the passive, and may be called therefore *retained object*.

EXERCISE 57

Classify the verbs according to meaning :—

1. Robert shot three pigeons yesterday.
2. How soon will the moon rise?
3. He called, but no one answered.
4. Alice has received a letter from her cousin.
5. The hunter called his dog and walked away.
6. The sun is shining brightly.
7. Ruth found two eggs in the barn.
8. Her brother has painted his top.
9. Moles live in the ground.
10. They are sometimes caught in traps.
11. The farmer sows wheat in the spring.
12. This pear tree was planted by my grandfather.
13. I have fought the good fight.
14. When did you see Henry last?
15. The postmaster is my uncle.
16. Have you been to the fair?
17. The fair will be held in our town next year.
18. She looked scornfully at him.
19. Listen to me.
20. Jane wrote a long letter.
21. Leaves fall when cold weather comes.
22. The crocus blooms early in the spring.
23. The cook burnt the bread.
24. Was the driver much hurt?
25. The town was almost destroyed by fire.
26. The roads are muddy.
27. The Spanish were defeated in the battle of Manila.
28. The days are growing shorter.
29. He turned everything upside down.
30. The thief turned and fled.
31. He was refused admittance.
32. She was denied a hearing.
33. He ate himself sick.
34. Come and trip it as you go.
35. He was then a captain, but soon after became a colonel.
36. The rose smells sweet.
37. She seemed indifferent.
38. The cider tastes bitter.

89. To verbs belong Mood, Tense, Number, and Person.

MOOD

90. We have seen that a verb says something of a subject. The manner in which it says this is called the **Mood**. The **Finite Verb** (that is, the verb which has a subject)

has three moods: the Indicative, the Subjunctive, and the Imperative.

The Infinitive, which has no subject, is also generally, though improperly, called a Mood.

91. The Indicative Mood says something of its subject in a positive manner, as if it were a fact, or asks a question directly:—

Tom *broke* his arm.

The cow *jumped* over the moon.

Is your father at home?

92. The Subjunctive Mood says something of the subject in a less positive manner, as assumed or merely thought of, usually in the expression of a wish or an unreal condition:—

God *bless* our native land!

If I *were* you I would not do that.

Thy kingdom *come*!

93. The Imperative Mood is the mood of command or entreaty. Its subject is always in the second person, but is not expressed except for emphasis or contrast:—

Call me early in the morning.

Send me three copies of yesterday's Herald.

You *come* here, you *go* there.

Go thou and *do* likewise.

EXERCISE 58

Tell the mood of each verb:—

1. All that glitters is not gold.
2. Come when you are called.
3. Three black crows sat on a tree.
4. Now good digestion wait on appetite, and health on both!
5. Ruin seize thee, ruthless king.
6. Were I Brutus, and Brutus Antony, there were an Antony would ruffle up your spirits.
7. God send me a better prince!
8. Let him that thinketh he standeth take heed lest he fall.
9. Ring out, ye bells,

- across the snow ! 10. Eternal blessings crown my earliest friend !
 11. This generation shall not pass away till all these things be fulfilled.
 12. God grant that she be safe !

TENSE

94. Tense, in grammar, means *time*. But tense implies two things : —

- (a) The *time* of the action.
- (b) The *stage* of the action (complete or incomplete).

As there are only three divisions of time, — past, present, and future, — if tense implied time only there would be but three tenses, since every action must be referred to the present, or to the past, or to the future. But it is important also to represent the action as either continued or complete in the present, or the past, or the future ; hence, we find needful two tenses for each division of time, making six tenses : Present and Present Perfect, Past and Past Perfect, Future and Future Perfect.

The **Present Tense** represents an action as now going on : —

I am writing.
Do you see him ?
He reads well.

The **Present Perfect Tense** represents an action as now finished : —

I have written my exercise.
John has been reading aloud to his sister.

The **Past Tense** represents an action that took place in the past : —

I wrote to my father yesterday.
Did you see the procession ?
No, I was studying when it went by.

The **Past Perfect Tense** represents an action as completed with reference to some other past action : —

I had already written when your letter came.

I had not seen him before for several years.

He had been waiting there an hour when you saw him.

The **Future Tense** represents an action as taking place in the future : —

I shall reach home to-morrow night.

He will come to-morrow.

You will be studying Latin by this time next year.

The **Future Perfect Tense** represents an action to be completed at the time of some other action in the future : —

I shall have finished by the time you return.

Mother will have been travelling two days when she reaches St. Louis.

95. It will be seen that although we have but six tenses, there are more than six tense-forms. Thus in the present tense, besides the simple form *I write*, which may be called the present indefinite, there is the form made up of the auxiliary *be* and the present participle, *I am writing*, which is called the present continuous, and that made up of the auxiliary *do* and the infinitive, *I do write*, used in three ways : for emphasis (“*I do write*”), in asking questions (“*Does he write?*”), and with the adverb *not* (“*He does not write*”).

The past tense has three forms corresponding to those of the present, with the same distinctions of meaning.

The future tense and all three of the perfect tenses, have two forms. The future has an indefinite (*I shall write*), and a continuous (*I shall be writing*). The perfect tenses have the complete forms (*I have written*, *I had written*, *I shall have written*), and the continuous forms (*I have been writing*, *I had been writing*, *I shall have been writing*). The forms with *do* are found only in the present and past tenses.

96. In the conjugation of the verb (**106**) only the simplest (indefinite or complete) form of each tense will be given ; but the other forms may readily be constructed from the following table :—

Tense	Present	Present	{ I write (indefinite) I am writing (continuous) I do write (emphatic)
		Present Perfect	{ I have written (complete) I have been writing (continuous)
	Past	Past	{ I wrote (indefinite) I was writing (continuous) I did write (emphatic)
		Past Perfect	{ I had written (complete) I had been writing (continuous)
	Future	Future	{ I shall write (indefinite) I shall be writing (continuous)
		Future Perfect	{ I shall have written (complete) I shall have been writing (continuous)

EXERCISE 59

Tell the tense of each verb :—

1. The frost has killed the flowers.
2. The leaves will soon fall.
3. Last year they fell a month earlier than this.
4. Does the fire burn well ?
5. It burned well this morning, but it is not burning well now.
6. They will have the chimney cleaned to-morrow.
7. He has been studying all the afternoon.
8. Has he learned his lesson ?
9. He did not know his lesson this morning, because he had not studied it.
10. He was playing ball when I saw him last.
11. I know the house you mean.
12. The train had just left when we reached the station.
13. I shall tell him so when I see him.
14. You will not know him, he has changed so much.
15. If you do not write at once, he will have started before your letter reaches him.
16. This time to-morrow I shall have been away from home three days.
17. Have you seen my top ?
18. Harry will tell you where it is.
19. I am not going to tell you.
20. He had been told that often enough.

PERSON AND NUMBER

97. Verbs are said to be in the Singular or in the Plural Number according as the subject is singular or plural, and in the First, Second, or Third Person, according as the subject is in the first, second, or third person.

Thus *know* in "I know him well" is in the first person and in the singular number, because its subject *I* is the singular of the pronoun of the first person; *comes* in "Night comes swiftly on" is in the third person and in the singular number, because its subject *night* is in that person and number.

The verb in English has only a few forms left which indicate number and person; the rule, therefore, that a verb must agree with its subject in person and number has only a limited application. With the exception of the verb *be* modern English has, outside the language of prayer and poetry (where we find such expressions as "Thou lovest," "He cometh not"), only one inflection that marks person and number, namely, the ending *s* of the third person singular of the present tense: He sees. He knows. He understands.

The only parts of the verb not yet considered are the Infinitive and the Participle.

THE INFINITIVE

98. The **Infinitive** is a Verbal Noun, that is, it is a word expressing an action or condition indicated by the verb, but not predicating it of any subject. Having no subject, it is not limited in person and number as the Finite Verb is, and for that reason is called the Infinitive (*not limited*). It has, however, the other characteristics of a verb; if transitive, it takes an object, and it is modified by adverbs, not by adjectives:—

To die is not the worst that can befall us.
She asked him *to write* plainly.

99. The Infinitive commonly has the word *to* before it; but this is not essential, for there are some verbs which take a dependent infinitive without *to*. In the following sentences the words in italics are infinitives : —

I heard him *say* it.

Let him *come* in.

I saw the flagstaff *fall*.

I felt the rain *strike* on my face.

He could not *go*.

100. The Infinitive is without mood, number, or person, but has two tenses, present and perfect, and in the case of transitive verbs, is found in both active and passive voice.

There is another kind of verbal noun, ending, like the present participle, in *ing*, but easily distinguished from the participle by its use, which is always that of a noun: *Flying* kites is good sport. *Playing* is easier than *working*. *Spinning* tops is that boy's delight.

PARTICIPLES

101. The **Participle** is a Verbal Adjective. It differs from other adjectives in that it may take an object or a complement. It is called a *participle* because it participates in the nature both of verbs and of adjectives, having the meaning of the former and the use of the latter.

102. There are two Participles in English : the **Present** and the **Perfect**. So the verb *write* has the Present Participle *writing*, and the Perfect Participle *written*.

EXERCISE 60

Point out the infinitives and the participles : —

1. Seeing a dark cloud coming up, I turned back. 2. Such a striking resemblance is not often seen. 3. He caught the dog killing a chicken. 4. We could not face the blinding snow. 5. Are you ready to go? 6. Bid him come hither at once. 7. The keeper made the bear dance. 8. To hesitate now is to confess ourselves defeated.

9. To err is human, to forgive divine. 10. His mother refused to let him go. 11. I love to watch the clouds go sailing by. 12. The melted snow made the walk muddy. 13. Viewed in that light, his conduct is without excuse. 14. They saw once more his well-remembered face. 15. Lost hours can never be recovered. 16. I asked him to let me mend his torn kite. 17. A rolling stone gathers no moss. 18. To know how to read well is a desirable accomplishment. 19. To have known such a man is honor enough for you and me. 20. Alice tried to learn the poem by heart. 21. Just then a soldier went galloping by. 22. Having seen him once, I can never forget him. 23. He lived retired from the busy world, devoted to study and meditation. 24. The day dawning fair, we arose early.

CONJUGATION

103. To **conjugate** a verb is to give all its forms and parts — Voice, Mood, Tense, Number, and Person — systematically arranged.

104. The conjugation of the verb **be** is as follows:—

Indicative Mood

PRESENT TENSE		PRESENT PERFECT TENSE	
<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
1. I am	We are	I have been	We have been
2. Thou art	You are	Thou hast been	You have been
3. He is	They are	He has been	They have been

PAST TENSE		PAST PERFECT TENSE	
1. I was	We were	I had been	We had been
2. Thou wast (wert)	You were	Thou hadst been	You had been
3. He was	They were	He had been	They had been

FUTURE TENSE	
<i>Singular</i>	<i>Plural</i>
1. I shall be	We shall be
2. Thou wilt be	You will be
3. He will be	They will be

FUTURE PERFECT TENSE

- | | |
|------------------------|---------------------|
| 1. I shall have been | We shall have been |
| 2. Thou wilt have been | You will have been |
| 3. He will have been | They will have been |

Subjunctive Mood

PRESENT TENSE

PAST TENSE

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
1. I be	We be	I were	We were
2. Thou be	You be	Thou wert	You were
3. He be	They be	He were	They were

Imperative Mood

<i>Singular</i>	<i>Plural</i>
2. Be (thou)	Be (you, ye)

PARTICIPLES

INFINITIVES

<i>Present.</i>	Being	Be, to be
<i>Perfect.</i>	Been	Have been, to have been

105. The conjugation of the verb **have** is as follows :—

Indicative Mood

PRESENT TENSE

PRESENT PERFECT TENSE

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
1. I have	We have	I have had	We have had
2. Thou hast	You have	Thou hast had	You have had
3. He has	They have	He has had	They have had

PAST TENSE

PAST PERFECT TENSE

1. I had	We had	I had had	We had had
2. Thou hadst	You had	Thou hadst had	You had had
3. He had	They had	He had had	They had had

FUTURE TENSE

<i>Singular</i>		<i>Plural</i>
1. I shall have		We shall have
2. Thou wilt have		You will have
3. He will have		They will have

FUTURE PERFECT TENSE

1. I shall have had	We shall have had
2. Thou wilt have had	You will have had
3. He will have had	They will have had

Subjunctive Mood

PRESENT TENSE

<i>Singular</i>	<i>Plural</i>
1. I have	We have
2. Thou have	You have
3 He have	They have

PAST TENSE

<i>Singular</i>	<i>Plural</i>
I had	We had
Thou hadst ¹	You had
He had	They had

Imperative Mood

<i>Singular</i>	<i>Plural</i>
2 Have (thou)	Have (you, ye)

PARTICIPLES

<i>Present.</i>	Having
<i>Perfect.</i>	Had

INFINITIVES

Have, to have
Have had, to have had

¹ This is the indicative, used for the subjunctive in Modern English.

106. Conjugation of the verb **love** :—

ACTIVE VOICE	Indicative Mood	PASSIVE VOICE
	PRESENT TENSE	

Singular

1. I love	I am loved
2. Thou lovest	Thou art loved
3. He loves	He is loved

Plural

1. We love	We are loved
2. You love	You are loved
3. They love	They are loved

PRESENT PERFECT TENSE

Singular

1. I have loved	I have been loved
2. Thou hast loved	Thou hast been loved
3. He has loved	He has been loved

Plural

1. We have loved	We have been loved
2. You have loved	You have been loved
3. They have loved	They have been loved

PAST TENSE

Singular

1. I loved	I was loved
2. Thou lovedst	Thou wast loved
3. He loved	He was loved

Plural

1. We loved	We were loved
2. You loved	You were loved
3. They loved	They were loved

PAST PERFECT TENSE

Singular

1. I had loved	I had been loved
2. Thou hadst loved	Thou hadst been loved
3. He had loved	He had been loved

ACTIVE VOICE

PASSIVE VOICE

Plural

- | | |
|-------------------|---------------------|
| 1. We had loved | We had been loved |
| 2. You had loved | You had been loved |
| 3. They had loved | They had been loved |

FUTURE TENSE

Singular

- | | |
|-------------------|--------------------|
| 1. I shall love | I shall be loved |
| 2. Thou wilt love | Thou wilt be loved |
| 3. He will love | He will be loved |

Plural

- | | |
|-------------------|--------------------|
| 1. We shall love | We shall be loved |
| 2. You will love | You will be loved |
| 3. They will love | They will be loved |

FUTURE PERFECT TENSE

Singular

- | | |
|-------------------------|---------------------------|
| 1. I shall have loved | I shall have been loved |
| 2. Thou wilt have loved | Thou wilt have been loved |
| 3. He will have loved | He will have been loved |

Plural

- | | |
|-------------------------|---------------------------|
| 1. We shall have loved | We shall have been loved |
| 2. You will have loved | You will have been loved |
| 3. They will have loved | They will have been loved |

Subjunctive Mood

PRESENT TENSE

Singular

- | | |
|--------------|---------------|
| 1. I love | I be loved |
| 2. Thou love | Thou be loved |
| 3. He love | He be loved |

ACTIVE VOICE

PASSIVE VOICE

Plural

1. We love
2. You love
3. They love

- We be loved
 You be loved
 They be loved

PAST TENSE

Singular

1. I loved
2. Thou loved
3. He loved

- I were loved
 Thou wert loved
 He were loved

Plural

1. We loved
2. You loved
3. They loved

- We were loved
 You were loved
 They were loved

Imperative Mood

Singular

2. Love (thou)

- Be (thou) loved

Plural

2. Love (you, ye)

- Be (you, ye) loved

PARTICIPLES

Present

Loving

Being loved

Perfect

Having loved

Loved, having been loved

INFINITIVES

Present

Love, to love

Be loved, to be loved

Perfect

Have loved, to have loved

Have been loved, to have been loved

The older form of the third person singular present indicative, ending in *th*, is found in poetry and in the Bible: He cometh. The second person singular (*lovest*) is found in older literature, in poetry, and in prayer. Modern English uses instead the plural, *you love*.

In earlier English the present perfect and past perfect tenses of intransitive verbs were regularly formed by means of the auxiliary *be* instead of *have*: He *is* come. They *are* gone. He *was* come. They *were* gone. These forms are still found in poetry and sometimes in prose.

STRONG AND WEAK VERBS

107. Verbs are classified, according to the way in which they form the past tense and perfect participle, into two conjugations: the **Strong Conjugation** and the **Weak Conjugation**.

I. Verbs of the **Strong Conjugation** form the past tense by changing the vowel without adding anything; and the perfect participle, sometimes by change of vowel, sometimes by adding **n** or **en**, and sometimes by both means: *sing, sang, sung; know, knew, known; rise, rose, risen; break, broke, broken*.

LIST OF STRONG VERBS

Many of these verbs have also forms of the weak conjugation, either taking the place of strong forms, or existing side by side with them. In the list, weak forms are enclosed in parentheses: —

<i>Present Tense</i>	<i>Past Tense</i>	<i>Perfect Participle</i>
abide	abode	abode
arise	arose	arisen
awake	awoke (awaked)	awoke (awaked)
be	[was]	been
bear	bore	borne, born
beat	beat	beaten
begin	began	begun
behold	beheld	beheld
bid	bade, bid	bid, bidden

*Present Tense**Past Tense**Perfect Participle*

bind	bound	bound
bite	bit	bit, bitten
blow	blew	blown
break	broke	broken
choose	chose	chosen
cleave (<i>to split</i>)	clove (cleft)	cloven (cleft)
cling	clung	clung
come	came	come
crow	crew (crowed)	(crowed)
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
fight	fought	fought
find	found	found
fling	flung	flung
fly	flew	flown
forbear	forbore	forborne
forget	forgot	forgotten
forsake	forsook	forsaken
freeze	froze	frozen
get	got	got, gotten
give	gave	given
go	[went]	gone
grind	ground	ground
grow	grew	grown
hang	hung (hanged)	hung (hanged)
heave	hove (heaved)	hove (heaved)
hold	held	held
know	knew	known
lie	lay	lain
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run

*Present Tense**Past Tense**Perfect Participle*

see	saw	seen
shake	shook	shaken
shear	(sheared)	shorn (sheared)
shine	shone	shone
shoot	shot	shot
shrink	shrank	shrunk
shrive	shrove (shrived)	shriven (shrived)
sing	sang	sung
sink	sank	sunk
sit	sat	sat
slay	slew	slain
sling	slung	slung
slink	slunk	slunk
smite	smote	smitten
speak	spoke	spoken
spin	spun	spun
spring	sprang	sprung
stand	stood	stood
stave	stove (staved)	stove (staved)
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stunk	stunk
stride	strode	stridden
strike	struck	struck, stricken
string	strung	strung
strive	strove	striven
swear	swore	sworn
swim	swam	swum
swing	swung	swung
take	took	taken
tear	tore	torn
thrive	throve (thrived)	thriven (thrived)
throw	threw	thrown
tread	trod	trodden, trod
wake	woke (waked)	(waked)
wear	wore	worn
weave	wove	woven

<i>Present Tense</i>	<i>Past Tense</i>	<i>Perfect Participle</i>
win	won	won
wind	wound	wound
wring	wrung	wrung
write	wrote	written

NOTES. — *Climb* has also an older past tense, *clomb*, often found in poetry.

Borne is the perfect participle of *bear*, except in the sense "give birth to," in which case the participle is *born*.

Eat has, besides the past tense *ate*, a form *eat* (ēt), often found in literature and in spoken English.

Instead of the forms *shrank*, *sang*, *sank*, *sprang*, *swam*, in the past tense, forms with *u* (*shrunk*, etc.) are sometimes met with.

Hanged, in the past tense and perfect participle, is used only in the sense "put to death on the gallows."

The following forms of the perfect participle are now used only as adjectives: *bounden*, *drunken*, *sunken*.

Went, past tense of *go*, is borrowed from the weak verb *wend*. *Was*, used as past tense of *be*, is from an obsolete verb *wesan*.

II. Weak Conjugation. — **Weak Verbs** form the past tense and perfect participle by adding *ed*, *d*, or *t* to the form of the present infinitive, generally without change of vowel: *call*, *called*, *called*; *love*, *loved*, *loved*; *burn*, *burnt*, *burnt*.

Verbs of this conjugation are mostly regular, that is, when they end in silent *e* they add *d* (*love-d*), otherwise *ed* (*call-ed*). The irregular weak verbs may be divided into two classes:—

(a) Those that add *d* or *t*, usually with change of vowel.

(b) Those that, ending in *d* or *t* in the present tense, take no additional *d* or *t*, though they sometimes change *d* to *t*, and often shorten the vowel.

In the following list, the verbs marked * are also regular. The regular forms are often to be preferred to the irregular; thus *leaned* is preferable to *leant*.

LIST OF IRREGULAR WEAK VERBS

CLASS (a)

<i>Present Tense</i>	<i>Past Tense</i>	<i>Perfect Participle</i>
* bereave	bereft	bereft
beseech	besought	besought
bring	brought	brought
* burn	burnt	burnt
buy	bought	bought
catch	caught	caught
creep	crept	crept
* dare	durst	dared
deal	dealt	dealt
* dream	dreamt	dreamt
dwell	dwelt	dwelt
feel	felt	felt
flee	fled	fled
have	had	had
hear	heard	heard
hide	hid	hid (hidden)
keep	kept	kept
kneel	knelt	knelt
lay	laid	laid
* lean	leant	leant
* leap	leapt	leapt
leave	left	left
lose	lost	lost
make	made	made
mean	meant	meant
pay	paid	paid,
say	said	said
seek	sought	sought
seil	sold	sold
shoe	shod	shod
sleep	slept	slept
* spell	spelt	spelt
* spill	spilt	spilt
sweep	swept	swept

Present Tense

teach
tell
think
weep
* work

Past Tense

taught
told
thought
wept
wrought

Perfect Participle

taught
told
thought
wept
wrought

CLASS (*b*)

bend
* bet
bleed
* blend
breed
* build
burst
cast
chide
cost
cut
feed
* gird
hide
hit
hurt
* knit
lead
lend
let
* light
meet
put
* quit
read
rend
rid
send
set
shed

bent
bet
bled
blent
bred
built
burst
cast
chid
cost
cut
fed
girt
hid
hit
hurt
knit
led
lent
let
lit
met
put
quit
read
rent
rid
sent
set
shed

bent
bet
bled
blent
bred
built
burst
cast
chid (chidden)
cost
cut
fed
girt
hid (hidden)
hit
hurt
knit
led
lent
let
lit
met
put
quit
read
rent
rid
sent
set
shed

<i>Present Tense</i>	<i>Past Tense</i>	<i>Perfect Participle</i>
shred	shred	shred
shut	shut	shut
slide	slid	slid
slit	slit	slit
speed	sped	sped
spend	spent	spent
spit	spit	spit
split	split	split
spread	spread	spread
sweat	sweat	sweat
thrust	thrust	thrust
* wed	wed	wed
* wet	wet	wet

NOTES. — The following weak verbs have, in more or less common use, perfect participles of the strong conjugation : carve (carven), chide (chidden), grave (graven), hew (hewn), hide (hidden), lade (laden), melt (molten), mow (mown), shave (shaven), shape (shapen), show (shown), slide (slidden), sow (sown), strew (strewn), swell (swollen).

It is not thought advisable to enumerate here all the forms of English verbs to be found in literature. For forms not given in these lists the student should consult the dictionary.

There is a growing tendency, under the influence of spelling reform, to write *t* instead of *ed* in the past tense and perfect participle of weak verbs, wherever the word ends in a *t* sound instead of a *d* sound : dropt, stopt, mixt, dipt, drest, prest, crost, fixt, etc., just as in wept, blest, past, etc. This practice should be encouraged.

DEFECTIVE VERBS

108. Defective Verbs are those that are deficient in some of their parts. They have no infinitive, participle, or imperative mood, and form no compound tenses. They are : *can, may, must, ought, shall, will*.

Can, may, shall, and will have the past tenses **could, might, should, and would**.

Must and *ought*, though originally past tenses, are now used only as present tenses, except sometimes in dependent clauses.

All these verbs are used either as indicative or as subjunctive, without change of form. They are used in both numbers and in all three persons without change, except in the second person singular: thou *canst, couldst, mayst, mightest, oughtest, shalt, shouldst, wilt, wouldst*. *Must* is invariable.

The third person singular of the present tense of all these verbs is the same as the first person. We say *he shall, he will, he may, he can*, instead of *he shalls, he wills, he mays, he cans*. The reason is that the present tense of all these verbs except *will* was formerly a past tense, and in the past tense the third person is always the same as the first person. In the same way, *dare* and *need*, not otherwise defective, are sometimes used in the third person singular without *s*: He *dare* not do it. He *need* not go.

There are a few other defective verbs occasionally found in literature. Of these the more important are: to *wit* (know), present *wot*, past *wist*; *thinks* (seems), as in *methinks* (it seems to me), *methought* (it seemed to me); *quoth* (said) used only in the past tense; *hight* (was called).

IMPERSONAL VERBS

109. Verbs used only in the third person, without reference to any agent, are called **Impersonal Verbs**. For grammatical subject these verbs have the pronoun *it*, used indefinitely. They relate for the most part to phenomena of nature, as: It rains. It snows. It hails. It dawns.

AUXILIARY VERBS

110. **Auxiliary Verbs** are so called because they help to make up certain forms of mood, tense, and voice. The auxiliary verbs are *be, do, have, shall, will, may*.

Be.—(a) **Be** is used with the perfect participle to form the passive voice of all transitive verbs:—

He is loved. They will have been loved.

(b) **Be** is used with the present participle to make up the continuous or progressive tense-forms:—

I am writing. He was reading.

(c) **Be** is used with the perfect participle to form the old perfect tenses of some intransitive verbs:—

He is gone. They were come.

Do.—**Do** is used with the infinitive to make up the emphatic, negative, and interrogative forms of the present and past tenses:—

You do know that. He does not know. Did you see him?

Have.—**Have** is used with the perfect participle to make up the perfect tenses:—

I have written. You had written. You will have written.

Shall.—**Shall** is used with the infinitive to make up the first person of the future tenses:—

I shall go. We shall have seen.

Will.—**Will** is used with the infinitive to make up the forms of the future tenses in the second and third persons:—

He will know. They will have seen.

For *may*, *should*, and *would*, as auxiliaries of the subjunctive mood, see 172-174.

The verbs here considered are, however, not always auxiliaries. They may be used as principal verbs. Thus *have* in "They have their reward" is a principal verb, just as *receive* is in "They receive their reward"; but in "They have received their reward," *have* is merely the auxiliary of the perfect tense, and the verb is *have received*, perfect tense of *receive*. When we say "The medicine *did* him good," *did* is the principal verb; when we say "I did not know him," *did* is an auxiliary used to make the past tense of *know*. Whether these verbs are to be construed as auxiliaries or as principal verbs in any instance depends on whether they are or are not used to make up verb-phrases of voice, tense, or mood.

REVIEW

Give the mood, tense, voice, number, and person of the verbs, and classify them (Strong or Weak, Transitive or Intransitive). Point out also the infinitives and participles:—

- 11 1. But O the heavy change, now thou art gone,
Now thou art gone and never must return!
- 1 2. His prayer he saith, this patient, holy man;
Then takes his lamp and riseth from his knees.
- 10 3. How shall I then your helpless fame defend?
'Twill then be infamy to seem your friend.
- 10 4. Methought I heard a voice cry, Sleep no more!
- 11 5. The naked hulk alongside came,
And the twain were casting dice;
"The game is done! I've won, I've won!"
Quoth she, and whistles thrice.
- 11 6. The silly buckets on the deck,
That had so long remained,
I dreamt that they were filled with dew;
And when I woke, it rained.
7. But it will not be long
Ere this be thrown aside,
And with new joy and pride
The little actor cons another part.
8. Eternal blessings crown my earliest friend,
And round his dwelling guardian saints attend;
Blest be that spot where cheerful guests retire
To pause from toil, and trim their evening fire.
9. Fairest of stars, last in the train of night,
If better thou belong not to the dawn,
Sure pledge of day, that crown'st the smiling morn
With thy bright circlet—praise him in thy sphere
While day arises, that sweet hour of prime.

10. In full-blown dignity see Wolsey stand,
Law in his voice, and fortune in his hand :
To him the church, the realm, their powers consign,
Through him the rays of regal bounty shine,
Turned by his nod the stream of honor flows,
His smile alone security bestows.

11. For Lycidas, your sorrow, is not dead,
Sunk though he be beneath the watery floor ;
So sinks the day-star in the ocean bed,
And yet anon repairs his drooping head,
And tricks his beams, and with new-spangled ore
Flames in the forehead of the morning sky.

12. It is gone, that sensibility of principle, that chastity of honor
which felt a stain like a wound !

13. When I shall have brought them into the land, then will they
turn to other gods.

14. That man, I think, has had a liberal education, who has been so
trained in youth that his body is the ready servant of his will, and does
with ease and pleasure all the work that, as a mechanism, it is capable
of.

15. Long before the sound of the report can roll up the river the whole
pent-up life and energy which has been held in leash, as it were, for the
last six minutes, is loosed, and breaks away with a bound and a dash
which he who has felt it will remember for his life, but the like of which
will he ever feel again ?

CHAPTER XV

ADVERBS

111. We have seen that the use of the Adverb is to modify verbs, adjectives, and other adverbs, as: She walks *gracefully*. The weather is *very* cold. He writes *fairly well*.

Adverbs may be divided into the following classes:—

- (1) **Adverbs of Manner**: *faithfully, sternly, so, well*, etc.
- (2) **Adverbs of Time**: *soon, presently, then, afterwards, always, never, to-morrow*, etc.
- (3) **Adverbs of Place**: *here, there, where, back, up, down, north, hither*, etc.
- (4) **Adverbs of Degree**: *much, little, as, so, very, almost, quite, enough*, etc.
- (5) **Adverbs of Cause or Reason**: *why, wherefore, therefore, hence, accordingly*, etc.
- (6) **Adverbs of Concession**: *nevertheless, however, indeed*, etc.

Yes and *no*, *yea* and *nay*, express simple affirmation or negation, and make complete statements in themselves. *Not*, however, and *no* in such expressions as “no better,” etc., are true adverbs, and may be called Negative Adverbs.

112. Most adverbs are formed from adjectives by the addition of *-ly*: grand, grandly; true, truly; wise, wisely; principal, principally.

Not all words, however, that end in *-ly* are adverbs; many adjectives are formed in this way: a *lovely* rose, a *homely* word, a *friendly* eye, a *sickly* look, a *goodly* number, a *godly* life. Whether a word ending in *-ly* is an adverb or an adjective is to be determined by its use in the sentence. In "He made daily visits to his friend," *daily* is an adjective; in "He visited his friend daily," *daily* is an adverb.

In old English, adverbs were distinguished from adjectives by the addition of *e*. In course of time the *e* was dropped, leaving the adverb identical in form with the adjective. This simple form of the adverb is still in use, and is quite common in poetry: Don't talk so *loud*. Walk *fast*. "*Fair* laughs the morn, and *soft* the zephyr blows."

113. Some adverbs are derived from the bases of the pronouns *he*, *that*, *who*. Their formation and meaning are presented in the following

TABLE OF PRONOMINAL ADVERBS

	<i>Where</i>	<i>From which</i>	<i>To which</i>	<i>Time</i>	<i>Manner</i>	<i>Reason</i>	<i>Degree</i>
he	here	hence	hither				
that	there	thence	thither	then	thus		the
who	where	whence	whither	when	how	why	

The adverbs *where*, *when*, *whither*, *whence*, *how*, *why*, are, like the pronoun *who*, both relative and interrogative. As relative adverbs, they have the same power of joining dependent sentences or clauses that the pronoun has: I go *where* duty calls me. This is the season *when* the woods are most beautiful. These are called Conjunctive Adverbs (see 125).

The pronominal adverbs, and some others, such as *consequently*, *accordingly*, often serve as reference words connecting one sentence with another: I waited for him until six o'clock. *Then*, as it was getting dark, I set out for home.

114. A few adverbs are not derived from other words. The more important of these are: *now*, *so*, *often*, *quite*, *very*, *well*, *soon*.

EXERCISE 61

Point out the adverbs, tell to which class each belongs, and what it modifies : —

1. Christmas will soon be here. 2. She listened very patiently to his rather tedious explanation. 3. When will your father return? 4. Too many cooks spoil the broth. 5. His brother will certainly come to-morrow. 6. I have often watched him walking down the street. 7. I hope you will be quite strong when I come again. 8. Your letter is too carelessly written. 9. You are not careful enough. 10. Slowly and sadly we laid him to rest. 11. Sometimes he answers harshly. 12. Always do what is right, and never despair. 13. Slow rises worth by poverty depressed. 14. He is far brighter than his brother, who is quite dull. 15. Walk fast, and don't talk so loud. 16. Tom is thoroughly honest. 17. Yonder gleam the lances of the foe. 18. Charles is much older than I. 19. The family formerly lived in Chicago. 20. Why did you stay out so late? 21. The class in spelling recites first, then the geography class. 22. I could hardly hear him. 23. The mail is delivered there twice a day. 24. I have seldom heard that old song better sung. 25. They are almost all gone now.

COMPARISON OF ADVERBS

115. A few adverbs are compared like adjectives : *often, oftener, oftenest; soon, sooner, soonest; fast, faster, fastest; early, earlier, earliest.*

Most adverbs form the Comparative and Superlative by the use of *more* and *most*, *less* and *least* : freely, *more* freely, *most* freely ; freely, *less* freely, *least* freely.

116. The following adverbs are irregularly compared :—

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
ill, badly	worse	worst
well	better	best
much	more	most
little	less	least

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
near	nearer	nearest, next
nigh	nigher	highest, next
far, forth	farther, further	farthest, furthest
late	later	last
—	rather	—

REVIEW

Point out the adverbs, tell to what class each belongs, and what it modifies : —

1. Oft she rejects, but never once offends.
2. Ten censure wrong for one who writes amiss.
3. All day the wind breathes low with mellower tone.
4. The slower the current the deeper the stream.
5. Fools rush in where angels fear to tread.
6. Where your treasure is, there will your heart be also.
7. Wheresoever the carcass is, there will the eagles be gathered together.
8. Slowly and smoothly went the ship,
Moved onward from beneath.
9. The lowing herd wind slowly o'er the lea,
The ploughman homeward plods his weary way.
10. Ill fares the land, to hastening ills a prey,
Where wealth accumulates, and men decay.
11. Hope springs eternal in the human breast;
Man never is, but always to be, blest.
12. How sleep the brave who sink to rest,
By all their country's wishes blest !
13. I thrice presented him a kingly crown,
Which he did thrice refuse.
14. Jura answers, through her misty shroud,
Back to the joyous Alps, who call to her aloud.

15. Comrades, leave me here a little, while as yet 'tis early morn :
Leave me here, and when you want me, sound upon the bugle-horn.
16. Forward, forward let us range,
Let the great world spin forever down the ringing grooves of change.
17. To one who has been long in city pent,
'Tis very sweet to look into the fair
And open face of heaven, — to breathe a prayer
Full in the smile of the blue firmament.
18. Full knee-deep lies the winter's snow,
And the winter winds are wearily sighing ;
Toll ye the church bells sad and slow,
And tread softly and speak low,
For the old year lies a-dying.

CHAPTER XVI

PREPOSITIONS

117. A Preposition is a word used with a noun or pronoun to show its relation to some other word in the sentence. The noun or pronoun dependent on the preposition is in the objective case, and is therefore called the *object* of the preposition.

The preposition is so called from the fact that it is usually *placed before* its object; but it sometimes follows the object: All the world *over*.

It is thoroughly in accord with English idiom to close a sentence with a preposition: What are you waiting *for*? This is the best place that I know *of*. Never talk of matters that you know nothing *about*.

The preposition always comes last when its object is an omitted relative pronoun. In the sentence "This is the book you were looking *for*," the object of the preposition *for* is the relative pronoun *that*, omitted after *book*, and *for* shows the relation between *that* and *looking*. Other examples are: —

This is the gentleman I travelled with.

You need a light to read by.

This is the place to come to.

118. The object of a preposition is not always a noun or a pronoun. Other parts of speech, and even whole phrases and clauses, are used after prepositions: —

(a) Adverbs: I did not know until *then*. It is not far from *here*. Come at *once*.

(b) Adjectives: I cannot say for *certain*. Lift up your eyes on *high*. He pleaded in *vain*.

(c) Phrases: He will not leave till *after the election*. A voice answered from *within the veil*.

(d) Clauses: Don't speak of *what you have heard*.

119. Some prepositions are simple, others derivative. Simple prepositions are : —

at, after, by, down, ere, for, from, in, of, off, over, till, to, up, with.

Derivative prepositions are formed

(a) By compounding adverbs with prepositions : —

about, above, against, beneath, into, throughout, toward, underneath, upon, within, without.

(b) By compounding nouns or adjectives with prepositions : —

across, amid, amidst, among, amongst, around, athwart, aslant, below, beside, besides, between, betwixt.

In these the *a-* and the *be-* stand for the prepositions *on* and *by* respectively.

(c) From verbs : —

during, except, past, save, notwithstanding, concerning.

120. Sometimes two or more words are used together with the value of a preposition. In the sentence "He stopped in front of the store," *in front of* shows the relation of *store* to *stopped*. Some of these groups of words are : —

out of, according to, alongside of, because of, instead of, in respect to, in regard to.

The student is reminded that many of the words here classed as prepositions are also used without an object, in which case they are to be parsed as adverbs: Come *in* out of the rain. It is time to get *up*. Go *on*, and I will follow. Take your hat *off*.

REVIEW

Point out the prepositions and their objects :—

1. Ye know not what manner of spirit ye are of.
2. Dupe of to-morrow even from a child.
3. And the long carpets rose along the gusty floor.
4. Brown skeletons of leaves that lag
My forest-brook along.
5. Fear no more the frown o' the great ;
Thou art past the tyrant's stroke.
6. Truth from his lips prevailed with double sway,
And fools who came to scoff remained to pray.
7. Compared with this, how poor Religion's pride,
In all the pomp of method and of art,
When men display to congregations wide
Devotion's every grace, except the heart !
8. There at the foot of yonder nodding beech,
That wreathes its old, fantastic roots so high,
His listless length at noon-tide would he stretch,
And pore upon the brook that babbles by.
9. Under the greenwood tree,
Who loves to lie with me,
And turn his merry note
Unto the sweet bird's throat,
Come hither, come hither, come hither :
Here shall he see
No enemy
But winter and rough weather.
10. God of our fathers, known of old,
Lord of the far-flung battle line,
Beneath whose awful hand we hold
Dominion over palm and pine,
Lord God of Hosts, be with us yet,
Lest we forget — lest we forget !

CHAPTER XVII

CONJUNCTIONS

121. Conjunctions join words or groups of words. They may be divided into two principal classes: Coördinate and Subordinate.

122. Coördinate Conjunctions are those that join words or groups of words of the same rank.

The simple coördinate conjunctions are *and, but, or*. Certain pairs of words that have the value of coördinate conjunctions are called Correlatives: *both . . . and, either . . . or, neither . . . nor, whether . . . or, not only . . . but (also)*, and sometimes *or . . . or, nor . . . nor*.

123. Subordinate Conjunctions are those that introduce clauses (see 139). They are divided, according to the office of the clause introduced, into Conjunctions of:—

- (1) **Time**: *after, as, before, ere, since, until, while*, etc.
- (2) **Cause or Reason**: *as, because, for, since, whereas*, etc.
- (3) **Condition**: *if, except, unless, provided, so*, etc.
- (4) **Concession**: *though, although, albeit, notwithstanding*, etc.
- (5) **Purpose or Result**: *that, lest, [so] that, [in order] that*, etc.
- (6) **Comparison**: *as, than*.
- (7) **Conjunctions introducing Noun Clauses**: *that, whether*.

124. Sometimes two or three words are used together with the value of a conjunction. Such phrases are: *as if, as though, so that, in order that, inasmuch as*, etc.

The clause introduced by a subordinate conjunction is sometimes reduced, by the omission of parts readily understood from the context, to a single word. In the sentence "Though dead, he yet speaketh," *though* is a subordinate conjunction, introducing the concessive idea, *he is dead*, which is sufficiently rendered here by the one word *dead*.

125. Some adverbs are used, like subordinate conjunctions, to introduce clauses. When so used they are called **Conjunctive Adverbs**, inasmuch as they never entirely lose their adverbial force. Such are:—

when, where, whence, how, why.

EXERCISE 62

Point out and classify the conjunctions and the conjunctive adverbs:—

1. I care not whether he goes or stays. 2. Tarry till I come. 3. He is welcome wherever he goes. 4. I will give you an answer as soon as my brother returns. 5. It is a year since I saw him last. 6. Ye shall not eat of it, lest ye die. 7. It is said that men of few words are the best men. 8. Freely we serve because we freely love. 9. It matters not how he looks, so he can do the work. 10. Except the Lord build the house they labor in vain that build it. 11. I know that I can find it. 12. He is taller than I am. 13. Though it is past twelve o'clock, the train has not yet come. 14. If any one asks for me, say that I shall be back before long. 15. Wealth heaped on wealth nor truth nor safety buys. 16. She gave him not only something to eat, but also some clothing. 17. Do unto others as ye would that they should do unto you. 18. Ask him whether he knows the road to Weston. 19. He looks as if he had not had a square meal for a week. 20. Open the gate wide so that he can drive through. 21. A holiday was given in order that the children might see the parade. 22. The old soldier was fond of telling how the great battle was won. 23. The road is better now than it was when I used to trudge along it to school.

PART III

CHAPTER XVIII

ANALYSIS OF SENTENCES

126. Whenever we say anything, or ask a question, or give an order, or express a wish or a feeling, the words by means of which we do so make a sentence. "John has learned his lesson," "When will he return?" "Send me three loaves of bread," "Long live the king!" "How sweet the moonlight sleeps on yonder bank!" are sentences.

According as a sentence makes a statement, asks a question, gives a command, or expresses emotion, it is called Declarative, Interrogative, Imperative, or Exclamatory :—

DECLARATIVE : John has learned his lesson.

INTERROGATIVE : When will he return?

IMPERATIVE : Send me three loaves of bread.

EXCLAMATORY : How sweet the moonlight sleeps on yonder bank !

127. Sentences are also classified according to their construction, as Simple, Complex, and Compound.

SIMPLE SENTENCES

128. Every sentence is made up of two parts, called the **Subject** and the **Predicate**.

In "John has learned his lesson," *John* is the subject—that of which something is said ; and *has learned his lesson* is the predicate.—

that which is said of *John*. In "When will he return?" *he* is the subject, and *when . . . will return* the predicate. In "Long live the king!" *the king* is the subject, and *long live* the predicate. In the sentence, "How sweet the moonlight sleeps on yonder bank!" *the moonlight* is the subject, and *how sweet . . . sleeps on yonder bank* the predicate. In the sentence, "Send me three loaves of bread,"—and regularly in imperative sentences,—the subject is not expressed, being sufficiently understood. It is always the person we are speaking to. The predicate is *send me three loaves of bread*—that which we ask the person addressed to do.

129. Sentences that have but one subject and one predicate are called **Simple Sentences**.

EXERCISE 63

Point out the subject and the predicate in each sentence:—

1. Brutus stabbed Cæsar. 2. Alaska is a cold country. 3. Have you seen Alice to-day? 4. Slowly and sadly we laid him down. 5. Gray hairs are honorable. 6. Into the valley of death rode the six hundred. 7. Each horseman drew his battle blade. 8. A merry old soul was he. 9. One good turn deserves another. 10. Play that tune again. 11. Why does he loiter here? 12. How calmly the midnight moon ascends! 13. Ill weeds grow apace. 14. No harm come nigh thee! 15. What reason did he give for his absence? 16. The spirits of your fathers shall start from every wave. 17. Three years she grew in sun and shower. 18. Raise the flag at sunrise. 19. May the thought of those happier days cheer you in your lonely home. 20. The birds have gone to sleep.

130. Simple and Complete Subject.—The subject is sometimes a single word, as in "*Clouds* arose." But it may contain several words, as in "*Black, threatening clouds* arose." In such cases the principal word, generally a noun or pronoun, is called the Simple Subject; the other words, modifying the simple subject, are called Adjuncts of the subject, and the whole made up of the

simple subject and its adjuncts, is called the Complete Subject of the sentence.

The adjuncts of the subject may be : —

- (a) Adjectives.
- (b) Nouns in Apposition or in the Possessive Case.
- (c) Adjective Phrases.

131. A Phrase is a group of words, without subject or predicate, that does the work of a single part of speech. Thus in the sentence "He is a man of honor," *of honor* is a phrase, for it does the work of the adjective *honorable*. According as they do the work of adjectives or of adverbs, phrases are classified as Adjective Phrases or Adverb Phrases.

EXERCISE 64

Point out the complete subject, the simple subject, and the adjuncts of the simple subject. Classify the adjuncts as adjectives, nouns, or adjective phrases : —

1. Good citizens prefer the welfare of the country to the success of their party.
2. A fearful storm arose.
3. John, the gardener, is sick.
4. The rules of the game were strictly observed.
5. Tom's father has returned.
6. Captain Parker, a tall, lean man, commanded the second company.
7. This old air, sung by a hundred fresh young voices, was well worth hearing.
8. The time for action is at hand.
9. Washington, our first President, was a surveyor in his early life.
10. Man's inhumanity to man makes countless thousands mourn.
11. The slowly waning moon appears.
12. The victory of our team is now assured.
13. Captain Kidd, the famous pirate, was the terror of all merchantmen.
14. Water fit to drink was not to be had.
15. A march lasting twenty-five days, through dense forests and poisonous swamps, brought us at last to the seacoast.

132. Under noun-subjects are included : —

- (1) Infinitives : *To live* dishonored is a fearful fate.
- (2) Verbal Nouns in *-ing* : *Digging* for hidden gold makes few men rich.

(3) Adjectives used as Nouns: The *richest* are not always the happiest.

(4) Adverbs of Time and Place used as Nouns: *To-morrow* will be Sunday.

(5) Any part of speech, when made the subject of discourse: *I* is a personal pronoun.

133. The infinitive and the verbal noun in *-ing* show their verbal nature by taking as adjuncts, in addition to the noun-modifiers already given, the following verb-modifiers:—

- (a) Object: To give *money* is not enough.
- (b) Indirect Object: Giving *others* advice is easy.
- (c) Predicate Noun or Adjective: Looking *wise* is not a sure sign of wisdom.
- (d) Adverb: To live *well* is to live happily.
- (e) Adverb Phrase: To live *within one's income* is true economy.

134. Preparatory *It* and *There*.—The pronoun *it* and the adverb *there* are often used at the beginning of a sentence to take the place of the subject, when it is desired to put the subject after the verb.

In the sentence "It is easy to answer that question," the subject is *to answer that question*, and the predicate is *is easy*, *it* is used before the verb, where we look for the subject, to fill the place until the true subject is given. *It* is to be parsed as a pronoun temporarily holding the place of the subject. So *there*, in "There are three men here," merely holds the place of the true subject *three men*, which is given after the verb.

EXERCISE 65

Point out the complete subject, the simple subject, and the adjuncts of the simple subject:—

1. To be weak is to be miserable.
2. Seeing is believing.
3. To see is to believe.
4. Your coming has made us happy.
5. Making hay is hard work.
6. Giving such a man money will not help him much.
7. Your being the general's son makes no difference.
8. To hear him weep cuts me to the heart.
9. Walking so fast will tire you.

10. The richest are not always the most generous. 11. Yesterday was my birthday. 12. Playing with books is not studying. 13. The ayes have it. 14. The king's refusing to grant the petition caused a revolution. 15. *When* is a relative adverb. 16. It is hard work rowing against the stream. 17. There were three lilies in her hand. 18. There came a man on horseback to the gate. 19. *You* is a personal pronoun. 20. It is my duty to remind him. 21. There was heard a noise of weeping in the house. 22. *Loving* may be either a participle or a verbal noun.

135. Simple and Complete Predicate. -- The Predicate is that which is said of the Subject. It is, therefore, an essential part of any sentence; there can be no sentence without a predicate.

Carthage is not a sentence, for though it names a city, it tells us nothing about that city. Nor is *The destruction of Carthage* a sentence. It is only a noun with modifiers, of which nothing is yet said. But *Carthage was destroyed* is a sentence, and so is *The destruction of Carthage removed the last great rival of Rome*, for in the first something is said of "Carthage," and in the second something is said of "the destruction of Carthage."

136. To any complete predication a Finite Verb is essential. Infinitives and participles, though they have a verbal signification and may be used to complete or modify a predicate, cannot make predicates by themselves; they do not put the verbal idea in predicate form.

137. The Finite Verb is called the Simple Predicate. The Complete Predicate includes all that is said of the subject; it may be identical with the simple predicate, it may be an enlargement of the simple predicate. Thus in the sentence "Ice melts," *melts* is the predicate; in "Ice melts rapidly in the sun," *melts* is the simple predicate, the adverb *rapidly* and the adverbial phrase *in the sun* are adjuncts of the simple predicate, and *melts rapidly in the sun* is the complete predicate — all that is said of *ice* in this sentence.

138. The simple predicate may be enlarged by : —

- (1) Direct Object : The frost killed *the flowers*.
- (2) Indirect Object : He gave *each man* his share.
- (3) Predicate Noun or Pronoun : Longfellow was a *poet*. This is *he*.
- (4) Predicate Adjective : Cherries are *ripe*.
- (5) Objective Complement (Noun or Adjective) : They made Tom *captain*. He sawed the sticks *too short*.
- (6) Adverb : Mary sews *well*.
- (7) Noun in the Objective Case denoting Time, Space, Measure, and other Adverbial Relations : It weighs *ten pounds*. He left *Saturday*. The famine lasted *seven years*. They walked *five miles*.
- (8) Complementary Infinitive : They were obliged *to return*.
- (9) Adverbial Phrase : I met him *at the postoffice*.
- (10) Phrases used as Predicate Adjectives : He was *in excellent health*. He was *well off*.

NOTES. — 1. The various parts of speech that may be used as subject (see 132) may also be used as object, and with the same modifiers.

2. The infinitive in (8) may be enlarged by the same elements as the subject infinitive (see 133).

3. The Nominative Absolute, a phrase made up of a noun or pronoun used "absolutely" with a participle or adjective, that is, having no grammatical relation except with the participle or adjective, has generally the value of an adverb of cause or of time. Sometimes, however, it is merely an added fact in abbreviated, non-predicate form. In such cases, though not an adverb phrase in the sense of modifying the verb, it is nevertheless an addition to the predicate, and is to be counted a predicate element in the analysis of the sentence. See 154, 3.

EXERCISE 66

Point out the complete predicate, the simple predicate, and the adjuncts of the simple predicate : —

1. George has given Alfred six of his marbles.
2. **What reason did** he give for being late?
3. It is I.
4. Open the door.
5. **The chil-** dren will soon be ready.
6. It was a famous victory.
7. Alfred the Great defended his kingdom against the Danes.
8. The child was called John.
9. The washerwoman wrung the clothes dry.
10. Lucy

plays tolerably well. 11. The armies of Rome made Carthage a ruin. 12. Thompson was elected captain of the team. 13. The snake measured five feet. 14. The class was told to take the lesson over again. 15. I met the sheriff on my way home. 16. They were in a great hurry. 17. The highwayman became the terror of the country-side. 18. Learn to eat slowly. 19. He is coming to take tea here Thursday evening. 20. I have no time to do your sums for you. 21. After trying in vain to make a living in business, he became a tramp. 22. Security is mortals' chiefest enemy. 23. Be on your guard. 24. He got strong again in a few weeks. 25. My brother was twelve years old last month. 26. Some books help us to understand ourselves. 27. Duncan is in his grave. 28. After life's fitful fever he sleeps well. 29. Tom stood at the door, his broad-brimmed hat perched on the back of his head. 30. I have lived here thirty years.

COMPLEX SENTENCES

139. A Clause is a group of words containing a subject and a predicate, and used in the sentence with the value of a single part of speech.

Thus in the sentence "I know that you are right," *you are right* is a clause. It is made up of the subject *you* and the predicate *are right*; and it is used as the object of the verb *know*, that is, as a noun.

A clause is distinguished from a phrase by the fact that it contains subject and predicate like a sentence, while a phrase does not. It is distinguished from a sentence by its use, which is always that of some part of speech in a sentence.

The same words may be in one place a sentence, as in "You are right," used alone, and in another place a clause, as in the illustration given above, where the same words constitute a clause, because they are used with the value of a single part of speech. The clause here is marked as such by the conjunction *that*, which is frequently omitted.

140. A sentence containing a clause or clauses is called a **Complex Sentence**.

141. A clause may be used

1. As a Noun : —

That you have wronged me doth appear in *this*.

2. As an Adjective : —

The house *in which we used to live* has been sold.

3. As an Adverb : —

I will come *when I finish my work*.

Clauses, therefore, are of three kinds : —

Noun Clauses,
Adjective Clauses,
Adverb Clauses.

142. Noun Clauses. — Most of the functions of the noun may be performed by clauses. A clause may be

1. Subject : *What he says* makes no difference.

2. Object of a Verb : He promised *that he would be on time*.

3. Object of a Preposition : Tell us about *what you saw at the circus*.

4. In Predicate Construction (predicate noun) : The plan agreed upon was *that each should pay half*.

5. In Apposition : He remembered the proverb, *It never rains but it pours*.

EXERCISE 67

Point out the noun clauses and tell how each is used : —

1. We all hope that you may be successful. 2. Whether you go or stay is none of my business. 3. Whatever is, is right. 4. He showed me where the best fishing was. 5. Home is what we make it. 6. The fact that our provisions were nearly exhausted alarmed us. 7. Things are not what they seem. 8. That the money is lost is certain. 9. It is certain that the money is lost. 10. Tell me not in mournful numbers,

"Life is but an empty dream." 11. I know not what course others may pursue. 12. John stayed until after the lights were lit. 13. We relied on what you told us. 14. Tell me where you hid it. 15. It is true that he found it. 16. It matters little what he thinks. 17. I asked the man what he wanted. 18. He said he was ashamed to tell me.

143. Adjective Clauses. — Clauses that limit or modify nouns or pronouns are called Adjective Clauses. They are connected with the nouns or pronouns they modify by means of relative pronouns or relative adverbs: —

He *that is not with me* is against me. The house *at which your brother boarded* has been sold. The cave *where the bear spent the winter* was never found by hunters. The key *you gave me* will not open the door. The moment *I saw him* I knew him.

NOTE. — The connecting relative is sometimes understood, as in the last two examples. (See 69.) The clause, of course, is still a relative clause.

EXERCISE 68

Point out the adjective clauses and tell to what noun or pronoun each belongs: —

1. God helps those that help themselves. 2. This is the house that Jack built. 3. It was Christmas, the day that children look forward to so eagerly. 4. This is the spot where Warren fell. 5. The house he lived in has since been torn down. 6. The uniform the soldiers wore was plain and serviceable. 7. The next time you see him, give him my message. 8. I had killed the bird that brought the fog and mist. 9. The hour at which he will arrive is not yet known. 10. A people whom I have not known shall serve me. 11. They never fail who die in a just cause. 12. That is the man whose child you befriended. 13. The store where my brother works was broken into by thieves last night. 14. The time is not far distant when all our troubles will be but pleasant memories. 15. Most of the books that he wrote are interesting.

144. Adverb Clauses. — When a clause restricts or otherwise modifies the predicate of a sentence it is called

an Adverb Clause. It may modify the predicate by indicating

1. **Time:** We saw many strange sights *when we were in the city*. I will wait here *till you come back*.

2. **Place:** My dog follows me *wherever I go*. They crossed *where the water was shallow*.

3. **Manner:** *As the twig is bent* the tree is inclined. He walks *as if he were lame*.

4. **Degree or Comparison:** *The more some men have* the more they want. He is not so gruff *as I expected to find him*. He behaved better *than he did last time*.

5. **Cause or Reason:** He came *because you sent for him*. *As he had no other way of making a living*, he became a hunter.

6. **Purpose:** Judge not, *that ye be not judged*. Be careful *lest they deceive you*.

7. **Result:** He is so lame *that he can hardly walk*. He is such a braggart *that no one pays any attention to him*.

8. **Condition:** *If it rains to-morrow*, I shall not go. You will not pass *unless you do better work*.

9. **Concession:** *Though every one admired him*, few loved him. He would give to any one that asked him, *though his creditors remained unpaid*.

Clauses Modifying Adjectives. — After certain adjectives, such as *glad, sorry, sure, afraid, certain*, adverb clauses are used to complete the meaning: I am glad *that he won*.

NOTE. — These adjectives are construed: (1) with a complementary clause, as in the example given above; (2) with a complementary infinitive, as "I am glad *to see you*"; (3) with a prepositional phrase, as "I am glad *of it*," "He is sorry *for what he has done*."

EXERCISE 69

Point out and classify the adverb clauses: —

1. Do not fail to call on him after you return. 2. Come this evening if you have time. 3. The men were so demoralized that the colonel could not rally them. 4. When thieves fall out honest men come by their rights. 5. As I was crossing the street I saw Brown. 6. As is the priest so are the people. 7. Come when you are called. 8. If you have tears, prepare to shed them now. 9. The new law was posted at all the street corners, that every one might read it. 10. Go where duty calls thee. 11. He was taken to a warmer climate, as the doctors said that was the only hope of saving his life. 12. He is as lazy as the day is long. 13. Since my country calls me, I obey. 14. He is wiser than he seems. 15. Let me see you before you leave town. 16. Make hay while the sun shines. 17. We are sure that he will come. 18. I am sorry you lost it.

EXERCISE 70

Classify all the clauses in Exercise 62.

145. A complex sentence may, of course, contain more than one kind of clause. In the sentence "If you were present, tell me how it happened," there is both an adverb clause and a noun clause. All three kinds of clauses may appear in the same sentence.

146. A clause may be itself complex, that is, may contain clauses used as nouns, adjectives, or adverbs within the clause.

In the sentence "It has often been observed that, when the eyes of the infant first open upon the world, the reflected rays of light which strike them from the myriad of surrounding objects present to him no image, but a medley of colors and shadows," the time clause *when the eyes of the infant first open upon the world* is adverb clause to *present*, and the relative clause *which strike them from the myriad of surrounding objects* is adjective clause to *rays*. But *rays* and *present* are themselves respectively subject and predicate of the clause introduced by *that*, which is a noun clause, being the true subject of the sentence.

COMPOUND SENTENCES

147. When two or more sentences are put together and treated as one, they make what is called a **Compound Sentence**. Thus in "I called, but he did not answer," *I called, he did not answer*, are coördinate sentences, so closely united in thought as to form but one sentence.

148. In the example given above the parts of the compound sentence are both simple sentences; but any or all of the members of a compound sentence may be complex. For example: —

I liked that book very well when I first read it, but it does not please me so well now.

He called to them, but they could not hear what he said.

After the war was over, he returned to his farm; and there he lived until his brother died.

149. On the other hand, a complex sentence may contain two or more clauses having the same construction: I foresaw *that the plan would fail*, and *that we should come out poorer than before*. Such clauses are called Coördinate Clauses.

150. A compound subject, as in "John and James were absent yesterday," does not make the *sentence* compound any more than a plural subject does in the sentence "Two of the boys were absent yesterday."

The same is true of the compound predicate. The sentence, "The speaker then bowed and took his seat," has a compound predicate, but is not therefore a compound sentence.

SENTENCE ANALYSIS

151. To **analyze** a sentence is to resolve it into its parts. First, tell whether the sentence is simple, complex, or compound; then point out the simple subject, with its

adjuncts, classifying them, and analyzing phrases and clauses; then point out the simple predicate and its adjuncts, analyzing phrases and clauses as in the subject. For example:—

1. When I said I would die a bachelor, I did not think I should live till I were married.

This is a complex sentence.

The subject is *I*; it has no adjuncts.

The verb is **did think**. Its adjuncts are:—

The negative adverb *not*; the noun clause *I should live till I were married*, object of *did think*; and the adverb clause of time *when I said I would die a bachelor*, modifying *did think*.

The noun clause, object of *did think*, is analyzed as follows:—

Subject, *I*; verb, *should live*; *till I were married*, adverb clause of time, limiting *should live*. In this time clause *I* is the subject, *were married* is the predicate, and *till* is a subordinate conjunction, joining the clause as a time modifier to *should live*.

The adverb clause *when I said I would die a bachelor* is analyzed as follows:—

Subject, *I*; verb, *said*; *I would die a bachelor*, noun clause, object of *said*; *when*, conjunctive adverb, modifying *said*, and joining the whole clause as time modifier to the verb *did think*. Of the noun clause, object of *said*, the subject is *I*; the verb, *would die*; and *bachelor* is predicate nominative, used with *would die* to complete the predicate. *A* is an adjective qualifying *bachelor*.

The analysis of this sentence may be shown as follows :—

Subject: **I.**

Simple predicate: **did think.**

Adjuncts of simple pred.:

Negative adverb: *not.*

Noun clause, object of *did think*: *I should live till I were married.*

Subject: *I.*

Simple pred.: *should live.*

Adjuncts of simple pred.:

Adverb clause: *till I were married.*

Subject: *I.*

Predicate: *were married.*

Conjunction: *till.*

Adverb clause to *did think*: *when I said I would die a bachelor.*

Subject: *I.*

Simple pred.: *said.*

Adjuncts of simple pred.:

Noun clause, object of *said*: *I would die a bachelor.*

Subject: *I.*

Simple pred.: *would die.*

Adjuncts of pred.:

Pred. nominative: *bachelor.*

Adjunct: *a.*

Conjunctive adverb: *when.*

2. Beneath those rugged elms, that yew tree's shade,
Where heaves the turf in many a mouldering heap,
Each in his narrow cell forever laid,
The rude forefathers of the hamlet sleep.

This is a complex sentence. The complete subject is: *The rude forefathers of the hamlet, each in his narrow cell forever laid*; the complete predicate is: *sleep beneath those rugged elms, that yew tree's shade, where heaves the turf in many a mouldering heap.*

Simple subj. : **forefathers.**

Adjuncts of simple subj. :

Adjectives : *the, rude.*

Adjective phrase : *of the hamlet.*

Noun dependent on preposition : *hamlet.*

Adjective : *the.*

Preposition showing relation of *hamlet* to *forefathers* : *of.*

Pronoun in apposition : *each.*

Participle modifying *each* : *laid.*

Adverb phrase : *in his narrow cell.*

Noun dependent on prep. : *cell.*

Adjuncts of *cell* : *his, narrow.*

Prep. showing relation of *cell* to *laid* : *in.*

Adverb modifying *laid* : *forever.*

Simple pred. : **sleep.**

Adjuncts of simple pred. :

Adverb phrase : *beneath those rugged elms, that yew tree's shade.*

Nouns dependent on preposition : *elms, shade.*

Adjuncts of *elms* : *those, rugged.*

Adjunct of *shade* : *that yew tree's.*

Poss. case limiting *shade* : *yew tree's.*

Adjective to *yew tree's* : *that.*

Preposition showing relation of *elms* and *shade* to *sleep* : *beneath.*

Adverb clause : *where heaves the turf in many a mouldering heap*

Subject : *turf.*

Adjective : *the.*

Simple pred. : *heaves.*

Adjuncts of simple pred. :

Adverb phrase : *in many a mouldering heap.*

Noun dependent on preposition *in* : *heap.*

Adjuncts of *heap* : *mouldering, many a.*

Prep. showing relation of *heap* to *heaves* : *in.*

Conjunctive adverb : *where.*

Written analysis, if required at all, should be used but seldom.
Analysis is best taught by oral, not by written exercises.

REVIEW

Sentences for analysis and general parsing : —

1. Earth with her thousand voices praises God.
2. That night the baron dreamt of many a woe.
3. Thou canst not surely be the same that thou didst seem.
4. Where once we dwelt our name is heard no more.
5. I love not man the less, but nature more.
6. The greatest of faults is to be conscious of none.
7. 'Tis pleasant, sure, to see one's name in print.
8. I awoke one morning and found myself famous.
9. No profit grows where is no pleasure taken.
10. 'Twas certain he could write, and cipher too.
11. Smooth runs the water where the brook is deep.
12. A man he was to all the country dear.
13. The village all declared how much he knew.
14. Man's feeble race what ills await !
15. The hand of little employment hath the daintier sense.
16. Still in thy right hand carry gentle peace,
To silence envious tongues.
17. When Fortune means to men most good
She looks upon them with a threatening eye.
18. What I aspired to be
And was not, comforts me.
19. To gild refined gold, to paint the lily,
Is wasteful and ridiculous excess.
20. True hope is swift, and flies with swallow's wings;
Kings it makes gods, and meaner creatures kings.
21. How silver-sweet sound lovers' tongues by night,
Like softest music to attending ears !
22. There is a tide in the affairs of men
Which, taken at the flood, leads on to fortune.
23. Our acts our angels are, or good or ill,
Our fatal shadows that walk by us still.

24. Words are like leaves ; and where they most abound,
Much fruit of sense beneath is rarely found.
25. All times I have enjoyed
Greatly, have suffered greatly, both with those
That loved me, and alone.
26. How dull it is to pause, to make an end,
To rust unburnished, not to shine in use !
As though to breathe were life.
27. Death closes all : but something ere the end,
Some work of noble note, may yet be done,
Not unbecoming men that strove with gods.
28. His life was gentle ; and the elements
So mixed in him, that Nature might stand up
And say to all the world, " This was a man ! "
29. To thine own self be true,
And it must follow, as the night the day,
Thou canst not then be false to any man.
30. The old order changeth, yielding place to new ;
And God fulfils himself in many ways,
Lest one good custom should corrupt the world.
31. He who ascends to mountain-tops shall find
The loftiest peaks most wrapped in clouds and snow ;
He who surpasses or subdues mankind
Must look down on the hate of those below.
32. Beside yon straggling fence that skirts the way,
With blossom'd furze unprofitably gay,
There, in his noisy mansion, skilled to rule,
The village master taught his little school.
33. There was a time when meadow, grove, and stream,
The earth, and every common sight
To me did seem
Apparelled in celestial light.

34. They are slaves who fear to speak
For the fallen and the weak ;
They are slaves who dare not be
In the right with two or three.
35. It little profits that, an idle king,
By this still hearth, among these barren crags,
Matched with an aged wife, I mete and dole
Unequal laws unto a savage race,
That hoard, and feed, and sleep, and know not me.
36. Though much is taken, much abides ; and though
We are not now that strength which in old days
Moved earth and heaven, that which we are, we are ;
One equal temper of heroic hearts,
Made weak by time and fate, but strong in will
To strive, to seek, to find, and not to yield.

37. Alexander wept when he heard from Anaxarchus that there was an infinite number of worlds ; and his friends asking him if any accident had befallen him, he returned this answer, "Do you not think it a matter worthy of lamentation that, when there is such a vast multitude of them, we have not yet conquered one?"

PART IV



CHAPTER XIX

SYNTAX

, 152. Syntax is that part of grammar which sets forth the principles controlling the relations of words within the sentence. Much of it has already been presented in Part II and in Part III; but there remain to be considered many matters not yet touched upon, and others that have been mentioned but not fully explained. They may be grouped under the following heads: Case Relations, Syntax of the Adjective, Concord, Tense, Mood and Modal Auxiliaries, Infinitive, Participle and Verbal Noun.

CASE RELATIONS

153. Of cases, as distinguished by inflection, English nouns have but two: *man, man's*. Some of the pronouns have three: *he, his, him; who, whose, whom*. Adjectives, which in Anglo-Saxon had case inflections like nouns, have, in modern English, no inflection for case.

But, though English has at most only three case forms, and English nouns only two, the case relations are as varied as in other languages. It is customary in English grammar to group these uses under one or other of the three case names given to the forms of the pronoun:

Nominative, Possessive, Objective. We can in most cases tell whether a noun is in the nominative or the objective case by seeing what form the personal pronoun would take in the same place.

154. Nominative Case. — 1. The subject of a finite verb is in the nominative case: —

John knows his lessons. *She* looks well. Is *he* gone?

The subject of a verb in the imperative mood (always the pronoun of the second person) is not expressed, except for emphasis or contrast: Hand me the blotter.

The subject is sometimes omitted before verbs in other moods. In "Thank you, sir," the subject *I* is omitted. In "Bless your heart," the subject is omitted, and, indeed, is hardly thought of.

On the other hand, the subject is sometimes repeated in the form of a pronoun, either for emphasis or to restate a long or remote subject: The Lord, *he* is God.

To make a happy fireside clime
To weans and wife —
That's the true pathos and sublime
Of human life.

The redundant use of the pronoun when no emphasis is intended, as in "Tom, *he* was there," often heard in colloquial speech, is inelegant.

2. The noun or pronoun indicating the person addressed is in the nominative case: —

Where have you been, *John*?
O *Thou* that hearest prayer, to thee shall all flesh come!

3. A noun or pronoun in the absolute construction with a participle is in the nominative case: —

The *rain* being over, we set out.
He being absent, no business could be transacted.

The case of the noun or pronoun in this construction was, in older English, the dative (modern objective) ; and survivals of this older use are not infrequent in Milton : ¹—

Dagon hath presumed
Me overthrown, to enter lists with God.

The absolute construction is to be kept distinct from that of the appositive participle, where the noun or pronoun has its construction independent of the participle, and the participle is merely a modifier. In “John, hearing the news, hurried home,” *John* is the subject, and the participial phrase is an adjunct of the subject ; but in “John having told us the news, we were prepared for their coming,” *John* is neither subject nor object, and has no construction except with the participle *having told*. Hence it is said to be used *absolutely*.

4. A noun or pronoun may be described or explained by joining to it another noun or pronoun standing for the same person or thing. The describing noun or pronoun is said to be in *apposition* with the noun or pronoun described : Edward, the king’s eldest *son*, was slain.

The word in apposition is in the same case as the principal word. Hence, a noun or pronoun in apposition with a word in the nominative case is in the nominative case :—

My old friends, *they* that toiled and suffered with me through that time, are all gone now. Garrick, the famous *actor*, was his friend.

Appositive epithets sometimes become so closely united with the words they modify that the whole is felt to make but one name : William the Conqueror, Peter the Hermit.

5. After the intransitive verbs of incomplete predication (or copulative verbs, see 85), the noun or pronoun that completes the predication, standing for the same person or thing as the subject, is in the nominative case :—

Are you the *man* ? I am *he*.
They soon became *friends*.
Arnold turned *traitor*.

¹ This use in Milton may be explained, however, as an imitation of the Latin Absolute Construction.

Colloquial English uses the objective case of the personal pronoun in such expressions as "It's *me*." This is supported by some grammarians, but it is to be avoided in dignified language.

Verbs that in the active voice take an objective predicate noun (see 86, 158 4) retain the predicate noun in the passive construction, but in the nominative case, to agree with the subject. Thus "They called him *Longshanks*" (objective), becomes "He was called *Longshanks* (nominative, to agree with *he*). Other examples are: —

Thompson was elected *governor*.

My uncle has been made *postmaster*.

155. Possessive Case. — The possessive is the only case in English nouns that is marked by a special inflection ('s).

The use of the possessive is to limit the meaning of a noun. It usually denotes possession and therefore is used chiefly of the names of persons, or of animals supposed to have intelligence. Thus we say *Mary's book*, *a horse's mane*, but not *the hall's ceiling*, *the book's cover*. When a thing is personified, however, the noun may be used in the possessive: *music's* voice, *the law's* delay. There are, moreover, many phrases well established in the language in which the possessive case does not denote possession. Such are *a year's work*, *three months' time*, *at arm's length*, *a winter's tale*, *at a moment's notice*.

The possessive is occasionally used to denote the object of the action implied in the principal noun. In the sentence "I will avenge my father's murder," the speaker does not mean the murder that his father committed, but the murder committed upon his father. So "his wrongs" means the wrongs that have been done him, whereas "his crimes" means the crimes that he has done. Other examples are: *their* defeat (= defeat of them), *his* like (= the like of him). This use of the possessive is called the *objective* possessive (corresponding to what is known in other languages as the Objective Genitive).

156. When one noun is in apposition with another noun in the possessive case, both nouns are, of course, in con-

struction, possessive, but the case inflection is given to one only: of *Hamlet our dear brother's* death; for *man the creature's* sin; at *Johnson's the bookseller*.

157. The word that the possessive limits is frequently omitted when it can be readily supplied from the context: This book is my *brother's*; He is staying at the *Joneses'*; They took lunch at *Delmonico's*; Meet me at the *photographer's*.

The use of the possessive after *of* in such expressions as "a friend of father's," "that horse of Brown's," "this home of ours," "that wife of his," is logically redundant, as it expresses the possessive relation twice; but it is an established idiom of the language. It is commonly called the "double possessive."

158. **Objective Case.**—1. The direct object of a transitive verb is in the objective case:—

They have finished their *work*.
Longfellow wrote *Evangeline*.
Where did you leave your *book*?

2. Some intransitive verbs may take an object of kindred meaning. This is called the *cognate* object:—

He died the *death* of the righteous.
Fight the good *fight* of faith.
I dreamed a *dream*.
Eyes looked *love*.
She looked *daggers* at him.
He ran his godly *race*.
They danced a *reel*.
He wanted to rough *it* like the commonest laborer.

Some transitive verbs may take, in addition to the direct object, a cognate object:—

The ruffian thereupon struck *him a blow*.

3. The indirect object of a verb is in the objective case : —

The old man told *me* a wonderful story.
His uncle has given *him* a pony to ride.
He left *them* all his wealth.
Send *me* word at once.

Instead of the indirect object this relation may be expressed by *to* or *for* with the objective : They sent *me* (indirect object) word at once = they at once sent word *to me* (prepositional phrase) ; the carpenter made *him* (indirect object) a sled = the carpenter made a sled *for him* (prep. phrase). Do not, however, parse the indirect object as "governed by *to* or *for* understood."

The relation of indirect object is expressed in Old English and in some other languages by a special case, the Dative. The functions of the dative are now performed either by prepositional phrases or by the objective case. Besides that of indirect object the following dative constructions appear in modern English : —

(a) The *reflexive* dative, with intransitive verbs : —

They sat *them* down to rest.

(b) The so-called *ethical* dative : —

. . . the Hotspur of the North, he that kills *me* six or seven dozen of Scots at a breakfast.

One Colonna cuts *me* the throat of Orsini's baker.

(c) The dative after *near* (*nearer, next*) and *like* : —

He looks very much like *me*.
Were you near *him* when he did it ?

The case after these words is not to be explained as "objective after a preposition understood."

4. Certain transitive verbs take, besides the object, a noun to complete the meaning (see 86). The completing word after these transitive verbs, standing for the same

person or thing as the object, is in the same case, the objective : —

They made him *captain*.
You once called me your *friend*.

A noun in this construction is to be parsed as Objective Complement.

Some of the verbs that take an objective complement are *make, choose, elect, appoint, create, declare, call*.

As already pointed out (*Nom. Case 5*), when these verbs are used in the passive voice, the object of the action becomes the subject of the sentence and the complement is retained, but in the nominative case, to agree with the subject.

5. A noun or pronoun dependent upon a preposition is in the objective case : —

Mary has written a letter to her *aunt*.
He spoke to *them*.
Is this for *me*?
Hurry after *him*.

6. Nouns are sometimes used in the objective case, without prepositions, with a purely adverbial value. The most important of these uses are to denote *time, space, weight, measure, direction, manner* : —

I saw him last *week*.
They stayed three *days*.
I will not yield an *inch*.
The flag-pole is one hundred *feet* high.
He went the *rest* of the way alone.
The bass weighed five *pounds*.
Alfred hurried *home*.
Have it your own *way*.

7. In exclamations, the objective is sometimes used absolutely, without any governing word : —

Ah *me*! . Dear *me*! *Me* miserable!

8. A noun or pronoun in apposition with a word in the objective case must (see 154, 4) be in the objective case : —

I met Barlowe, the *physician*, on the landing.

They found their false guide, *him* that had led them into an ambush, peering over the edge of the cliff.

REVIEW

Give the case and construction of each noun and pronoun : —

1. Happy mortals then were we,
I loved Myra, Myra me.
2. A transient calm the happy scenes bestow,
And for a moment lull the sense of woe.
3. The poor wren,
The most diminutive of birds, will fight,
Her young ones in her nest, against the owl.
4. Strong Son of God, immortal Love,
Whom we, that have not seen thy face,
By faith, and faith alone, embrace,
Believing where we cannot prove ;
5. Thine are these orbs of light and shade ;
Thou madest Life in man and brute ;
Thou madest Death ; and lo, thy foot
Is on the skull which thou hast made.
6. I strove with none, for none was worth my strife.
Nature I loved, and, next to Nature, Art ;
I warmed both hands before the fire of Life ;
It sinks, and I am ready to depart.
7. The sun descending in the west,
The evening star does shine,
The birds are silent in their nest,
And I must seek for mine.

8. Even now, where Alpine solitudes ascend,
I sit me down, a pensive hour to spend.
9. Now fades the glimmering landscape on the sight,
And all the air a solemn stillness holds,
Save where the beetle wheels his droning flight,
And drowsy tinklings lull the distant fold.
10. When Music, heavenly maid, was young,
While yet in early Greece she sung,
The passions oft, to hear her shell,
Thronged around her magic cell.
11. Favors to none, to all she smiles extends;
Oft she rejects, but never once offends.
12. Then lies him down the lubber fiend,
And, stretched out all the chimney's length,
Basks at the fire his hairy strength,
And crop-full out of door he flings,
Ere the first cock his matin rings.
13. But oh ! the heavy change, now thou art gone,
Now thou art gone, and never must return !
Thee, Shepherd, thee the woods and desert caves,
With wild thyme and the gadding vine o'ergrown,
And all their echoes, mourn.
14. From scenes like these old Scotia's grandeur springs,
That makes her loved at home, revered abroad ;
Princes and lords are but the breath of kings,
An honest man's the noblest work of God.
15. The mountains look on Marathon —
And Marathon looks on the sea ;
And musing there an hour alone,
I dreamed that Greece might still be free ;
For, standing on the Persians' grave,
I could not deem myself a slave.

16. In the spring a fuller crimson comes upon the robin's breast;
In the spring the wanton lapwing gets himself another crest.
17. But me, not destined such delights to share,
My prime of life in wandering spent and care;
Impelled, with steps unceasing, to pursue
Some fleeting good that mocks me with the view;
That, like the circle bounding earth and skies,
Allures from far, yet, as I follow, flies;
My fortune leads to traverse realms alone,
And find no spot of all the world my own.

SYNTAX OF ADJECTIVES

159. Adjectives are in their nature dependent words; they belong to some noun or pronoun, either expressed or understood. According to the relation an adjective bears to its principal, noun or pronoun, it is said to be in the Attributive, Appositive, or Predicate construction.

1. The Attributive use is that in which the adjective directly modifies or limits the meaning of the principal word. In this use the adjective generally precedes, although it may, especially in poetry, follow the word to which it belongs:—

A good south wind sprung up.

The fair breeze blew; *the white* foam flew.

A knavish speech sleeps in *a foolish* ear.

At last he rose and twitched his mantle *blue*;

To-morrow to *fresh* woods and pastures *new*.

2. When the adjective is less closely united with the principal word, and rather adds to than limits or modifies it, it is said to be in the Appositive construction. The appositive adjective or adjective phrase is often a reduced clause and as such is in sense a modifier of the predicate,

although as adjective it is to be construed with the noun or pronoun, not with the verb:—

Grand, gloomy, and peculiar, he sat upon the throne a sceptred hermit.

I listened motionless and still.

3. We have already seen that a noun or pronoun may be used after a verb, not as object, but to complete the predicate. Adjectives may be used in the same way to complete the predicate, referring either to the subject (see *Nom. Case*, 5) or to the object (see *Obj. Case*, 4). In the sentence, "The children are happy," happiness is not simply *attributed* to the children, but is *predicated* of them. In the sentence, "He made the stick straight," *straight* is a part of what he did to the stick.

*Sweet was the sound, when oft at evening's close,
Up yonder hill the village murmur rose.*

Fear made him speechless.

160. Comparison.—Some exceptional and idiomatic uses and forms of the comparative and superlative degrees are to be noted:—

1. Although the comparative is the usual construction in the comparison of two objects ("She was the *fairer* of the two"), the superlative is found in this use throughout the whole range of English literature:—

Let us make incision for your love,
To prove whose blood is *reddest*, his or mine. — SHAKESPEARE.

Then thou shalt see, or rather to thy sorrow
Soon feel, whose god is *strongest*, thine or mine. — MILTON.

And who were tutors? "Lady Blanche," she said,
"And Lady Psyche." Which was *prettiest*,
Best natured? "Lady Psyche." — TENNYSON.

The idiomatic use is seen in such expressions as, "Put your *best* foot *foremost*."

The same is true of adverbs: She spoke *first*.

2. The superlative is not infrequently used to denote a high degree of the quality attributed, without making a comparison:—

This is a *most ingenious* device.

His answer was *most clear* and *satisfactory*.

My *dearest* mother!

This counsellor

Is now *most still*, *most secret*, and *most grave*,

Who was in life a foolish prating knave.

The superlative of adverbs is used in the same way.

A similar use of the comparative in the sense of *too* or *rather* is much less frequently found:—

Help thou, O holy virgin, chief of nine,

Thy *weaker* novice to perform thy will.

3. In older writers, frequently in Shakspeare, double forms of the comparative and superlative are very common:—

The duke of Milan,

And his *more braver* daughter could control thee.

The *most unkindest* cut of all.

161. Other Parts of Speech used as Adjectives.—Nouns and noun-phrases are often used to modify other nouns, with the logical value of adjectives:—

A *railroad* accident, an *insurance* agent; he showed his *city* breeding; they celebrated their *silver* wedding; the *Lehigh Valley Coal and Transportation* Company.

Rarely, adverbs are found used as adjectives, that is, to modify nouns:—

For thy stomach's sake and thine *often* infirmities; his *almost* despair; the *then* ruler; the *above* example; my *evermore* delight.

This use of the adverb is now avoided.

CONCORD

162. We have seen already (Part II) that verbs agree with their subjects, and pronouns agree with their antecedents, in number and person. Pronouns that distinguish gender must agree with their antecedents in this respect also :—

I am, thou art, he is, you were.

One sows, another reaps.

England expects every man to do his duty.

Lucy has lost her scissors, and cannot finish her work without them.

I, who have seen all countries, still prefer my own.

O Thou that seest all things, judge my cause !

163. Concord of Pronoun with Antecedent.—Three constructions in which errors are often made call for special consideration here.

1. When a pronoun has for antecedent two or more nouns or pronouns in the singular number joined by the conjunctions *or, nor, either . . . or, neither . . . nor*, the pronoun agrees with each separately, and is therefore in the singular :—

Neither yard nor garden has any fence around it.

Neither horse nor rider could find his way back.

A civilized man, or a Hottentot, would have betrayed his surprise ; not so the Indian.

A fool or a knave may boast of his consistency.

2. In like manner the distributives, *each, every, either, neither*, require the reference words to be in the singular :—

Each member of the committee acted according to his convictions.

Every castle had its stout defenders.

Everybody in Vanity Fair spends his time in foolishness.

Either of the sisters would gladly have given up her room to the guest

The absence of a personal pronoun of common gender in English makes it difficult to observe this rule where both sexes are involved. *Any one, everybody*, etc., may be used for either man or woman; but *he* is masculine, *she* feminine. Hence the difficulty in such sentences as this:—

Every boy and girl paid — dime cheerfully.

What pronoun shall be used before *dime*? Not *his*, because that excludes the girls; not *her*, because that excludes the boys. The strict logical construction demands both, *his or her*. But this is cumbersome and sounds awkward. The plural pronoun is used in such sentences by many good speakers and writers:—

Every boy and girl paid *their* dime.

In many cases, concord can be preserved by changing the construction of the sentence:—

All the boys and girls paid *their* dimes cheerfully.

The dime was cheerfully paid by each boy and girl.

3. In the sentence, "This is one of the best novels that have ever been published in America," the antecedent of the relative *that* is not *one*, but *novels*, and the verb is therefore plural (*have*). In such sentences the use of a singular verb as predicate to the relative pronoun is wrong.

For the concord of pronouns with collective nouns see 164, 4.

164. Concord of Subject and Predicate. — I. Two or more singular subjects connected by *or, nor, either . . . or, neither . . . nor*, require the verb in the singular:—

One or the other of them *is* guilty.

Neither your father nor your grandfather *thinks* so.

2. Two or more singular subjects connected by *and* require a plural verb :—

Mercy and truth *have* met together.

France and Germany *are* adjoining countries.

Certain exceptions are to be made to this rule :—

(a) Sometimes the verb is in the singular agreeing with the nearest of the two or more subjects, as in Milton :—

Thence to the land where *flows* Ganges and Indus.

This is especially frequent when the subjects follow the verb :—

For wide *is* heard the thundering fray,

The rout, the ruin, the dismay. — SCOTT.

(b) When two or more nouns go to express one idea, or are closely connected in thought, the verb is often put in the singular :—

Do you know where my needle and thread *is* ?

Where envy and strife *is*, there *is* confusion and every evil work.

— BIBLE.

Bitter constraint and sad occasion dear *compels* me. — MILTON.

I should know what God and man *is*. — TENNYSON.

Distress and anguish *cometh* upon you. — BIBLE.

(c) Two or more subjects preceded by the distributives *each*, *every*, etc., require the verb in the singular :—

Every man, woman, and child *was* there.

Each leaf and blade of grass *was* parched.

3. A subject in the plural requires a plural verb :—

The boys *have* come back.

To this rule the following exception is to be noted :—

When the subject, though plural in form, is in meaning a unit, the verb is singular :—

Ten years *is* a long time to wait.

Five dollars *means* a good deal to him.

So in the titles of books, etc., and plural forms used simply as words :—

Cæsar's "Commentaries on the Gallic War" *is* a proof of his literary ability.

"Paul and Virginia" *is* the work of a Frenchman, St. Pierre.

"Books" *is* a noun in the plural number.

4. Collective nouns in the singular take either a singular or a plural verb, according as the whole or the individuals composing the whole are had in mind :—

The committee *has* decided to take no further steps at present.

The committee *were* determined to settle the matter among themselves.

The cavalry *were* scattered.

The tenth regiment *was* stationed on the right.

It will be observed that pronouns referring to collective nouns, as in the second example, are, like the verb, either singular or plural according to the meaning.

5. When there are two or more subjects connected by *or*, of which some are singular and some plural, the verb agrees with the nearest subject :—

The governor or his advisers *were* held responsible.

6. When two or more subjects connected by *or*, *either* . . . *or*, *nor*, *neither* . . . *nor*, are of different persons, the verb, in those tenses which distinguish person, generally agrees with the nearest subject :—

Neither Mary nor I *know* where he is.

Were neither you nor your brother at the station?

The fact, however, that in such cases the verb can agree with only one of the subjects, when it should agree with all, leads us either to repeat the verb, as in

Either you *are* wrong or I *am*,

or to employ some verb that does not distinguish person, as in

Either you or I *must* be wrong.

TENSE

165. Present Tense. — The present tense, besides representing an act or condition in the present time, or with reference to the present, has the following special uses : —

1. It is sometimes used for the future :—

When *do* you *leave*?

I *go* in the morning.

To-morrow *is* Sunday.

I *am going* to the city next week.

2. It is sometimes used for the past, especially in lively narration :—

He reached the road in safety. Seeing an officer, he suddenly *turns* and *runs* in the opposite direction. But here he *is confronted* by another difficulty.

3. It is used—even in clauses dependent upon past tenses, where the past tense might be expected—in statements of universal truth :—

He denied that the earth *is* round.

She taught her pupils that honesty *is* always better than shrewdness.

166. Present Perfect Tense. — The present perfect tense is often used to express the present result of a past act :—

Burke *has written* speeches that will compare favorably with the greatest orations of antiquity.

A tree *has fallen* across the road.

SUBJUNCTIVE MOOD

The indicative and imperative moods have been already discussed, and need no further treatment here. The subjunctive, however, though of less frequent occurrence, requires, on account of the difficulties it presents, more detailed treatment.

167. Subjunctive in Principal Sentences.—The Subjunctive Mood gets its name from the fact that it is generally used in subjoined clauses. It has, however, in English literature three well-defined uses in principal sentences :—

1. Imperative Subjunctive, expressing a command. This differs from the imperative mood, which is never used except in the second person :—

Sit we down,
And let us hear Bernardo speak of this

Sing we to our God above
Praise eternal as his love.

Come one, *come* all, this rock shall fly
From its firm base as soon as I.

NOTE.—In modern English prose the imperative mood of the verb *let*, with complementary infinitive, would be used : *Let us sit down. Let us sing. Let one come, let all come.*

2. Optative Subjunctive, expressing a wish :—

Thy kingdom *come*. God *bless* you ! Light *be* the earth above thee !

NOTE.—In modern prose we generally use *may* with complementary infinitive : *May thy kingdom come. May the earth be light above thee !*

3. Subjunctive of Consequence (the condition being frequently not expressed):—

It *were* madness to attempt it. It *were* best you let him know.
It *had been* so with us, had we been there.

NOTE. — In modern prose we should say rather: It *would be* madness to attempt it. It *would be* best that you let him know. It *would have been* so with us, if we had been there.

168. Subjunctive in Clauses. — The subjunctive is used

1. In clauses of Purpose:—

Gather up the fragments, that nothing *be* lost.
But that it *spread* no further, let us straightway threaten them.

2. In clauses of Result:—

He that smiteth a man, so that he *die*, shall be surely put to death.
So live that, when thy summons comes . . .
Thou *go* not, like the quarry slave at night,
Scourged to his dungeon, etc.

3. In Indirect Questions:—

He shall know of the doctrine, whether it *be* of God.
Whether it *be* true or false I cannot say.

4. In Noun clauses:—

'Twere best he *speak* no harm of Brutus here!
If I will that he *tarry* till I come, what is that to thee?
See thou *tell* no man.

5. In Time clauses:—

Come down ere my child *die*.
Why may not imagination trace the noble dust of Alexander, till he
find it stopping a bughole?

6. In Conditional clauses :—

If thou *be* the Son of God, cast thyself down.

If it *assume* my noble father's person,
I'll speak to it.

If I *were* you, I would not go.

7. In clauses of Concession :—

Though he *slay* me, yet will I trust in him.

I will find where truth is hid, though it *were* hid indeed within the centre.

NOTE. — Instead of the subjunctive in clauses modern English commonly uses the indicative, or the auxiliaries *may, might, would, should*: Come down before my child *dies*. That nothing *may be* lost. Though he *should* *slay* me. In such expressions as "If I *were* you," however, the subjunctive is always used by careful writers and speakers.

EXERCISE 71

Classify and parse the verbs in the subjunctive mood :—

1. Find we another home, a better land,
Since ours has proved unkind.
2. Now, brothers, bending o'er the accursed loom,
Stamp we our vengeance deep, and ratify his doom.
3. Come weal or want, come good or ill,
Let young and old accept their part.
4. Sleep rock thy brain,
And never come mischance betwixt us twain !
5. Quoth she, "The Devil take the goose,
And God forget the stranger !"
6. Good angels guard thy slumbers !
7. Blest be that spot where cheerful guests retire
To pause from toil and trim their evening fire.
8. Could Nature's bounty satisfy the breast,
The sons of Italy *were* surely blest.

9. Mated with a squalid savage — what to me were sun or clime ?

10. Life piled on life
Were all too little, and of one to me
Little remains.

II. But thou, when thou fastest, anoint thine head, and wash thy face, that thou appear not unto men to fast, but unto thy Father which is in secret.

12. Agree with thine adversary quickly, while thou art in the way with him; lest at any time the adversary deliver thee to the judge, and the judge deliver thee to the officer, and thou be cast into prison.

13. If damned custom have not brassed it so,
That it be proof and bulwark against sense.

14. 'Tis hard to say if greater want of skill
Appear in writing or in judging ill.

15. 'Twere good she were spoken with : for she may strew
Dangerous conjectures in ill-breeding minds.

16. Thy dukedom I resign, and do entreat
Thou pardon me my wrong.

17. One would think his mother's milk were scarce out of him.

18. Doth our law judge any man before it hear him?

19. Stay, monster, ere thou sink.

20. The tree will wither long before it fall.

21. If thou do these things, show thyself to the world.

22. Except a corn of wheat fall into the ground and die, it abideth alone.

23. O God! I could be bounded in a nutshell, and count myself a king of infinite space, were it not that I have bad dreams.

24. For murder, though it have no tongue, will speak
With most miraculous organ.

25. She refuseth to hear the voice of the charmer, charm he never
so wisely.

26. Then give me leave, that I may turn the key,
That no man enter till my tale be done.

MODAL AUXILIARIES

169. We have seen that the Finite verb, that is, the verb limited by a subject, has only three moods: indicative, subjunctive, and imperative. The infinitive is really not a mood, as it has no subject nominative.

We have seen also that *mood* has nothing to do with *fact*. *Mood* is the tone of affirmation, the manner in which a verb says something of its subject, regardless of whether the predication is a fact or not a fact.

Mood is sometimes confounded with the *meaning* of the verb, with which *mood* has nothing to do. To call "can go" the *potential* mood, because potentiality lies in the meaning of *can*, is to obscure hopelessly any right conception of mood. In "I *am able* to walk" and "I *can* walk" the mood is the same. If *mood* had to do with the *meaning* of the verb, there would be no end to moods. For instance, we might call "I will go," the *volential* mood; "I beg you to go," the *deferential* mood; "I am sorry I went," the *penitential* mood, and so on. In "I doubt it," *doubt* is expressed, but the *mood* is indicative.

170. Verb-Phrases made up of the auxiliaries *may*, *might*, *would*, and *should*, with a following infinitive, are in the indicative or subjunctive mood, according to the conception or the manner of affirmation. These "auxiliaries," however, are often principal verbs; and *can*, *could*, and *must*, often classed as auxiliaries, are always principal verbs. But for convenience the uses of all are here given. They are followed by the pure infinitive, that is, the infinitive without *to*.

It is sometimes difficult to determine whether the verb-phrase represents the indicative or the subjunctive mood. In German, for instance, the mood is determined for the most part by the *form* of the auxiliary; but in English the auxiliary forms for both moods are now identical, and the mood can be determined only by the *sense*. The mood of

these words when used as *principal verbs* is determined in the same way as that of any other finite verb.

In the summary of uses given below, the whole phrase is italicized when used as the equivalent of a mood; when the finite verb is principal and not auxiliary, it alone is italicized.

171. *Can* : —

Ability: I *can* read. He *can* lift that with one hand.

In both examples, *can* is in the indicative mood. The verb that follows *can* is to be parsed as the *complementary infinitive*. In "If you *can* read it, *can* lift it (and you say you can), why don't you do it?" the mood is *indicative*. In "If I *can* find it (a mere supposition), I will send it," the mood of *can* is, according to theory, the subjunctive, though in actual practice the indicative is commonly used in English in such conditional clauses, as "If it *rains*, he will not go," "If he *is* at home, tell him."

Could (past tense of *can*) : —

Ability: He *could* read Latin at ten years of age. I *could* lift a heavier weight some years ago.

In both examples *could* is in the indicative. In "If I *could* (were able to) afford it, I would buy it," *could* is in the subjunctive.

172. *May* : —

1. Possibility: Gather ye roses while ye *may*. I *may* go yet.

2. Permission: You *may* (are permitted to) go now.

3. Wish: *May* he *live* long and happily.

4. Purpose, etc.: He studies that he *may learn*.

I hope he *may come*.

I fear he *may lose* it.

In 1 and 2, *may* is in the indicative; in 3 and 4 *may live*, *may learn*, *may come*, *may lose*, may be parsed together as the predicate, equivalents of the subjunctive in such sentences as, "Long *live* the king," "Thy kingdom *come*," "Gather up the fragments that nothing *be* lost,"

where in ordinary prose we commonly say, *May the king live long, May thy kingdom come*, that nothing *may be* lost.

Might (past tense of *may*):—

1. Possibility : It *might* (possibly) be true.
2. Permission : He said I *might* (was permitted to) go.
3. Purpose, etc. : He studied that he *might learn*.

I hoped he *might come*.

I feared he *might lose* it.

In 1 and 2, *might* is in the indicative ; in 3, parse *might learn*, *might come*, *might lose*, together, as equivalents of the subjunctive.

173. Would (past tense of *will*):—

1. Habitual action or state : Coleridge *would talk* (was in the habit of talking) for hours.
2. Unreal conditional : He *would tell*, if he knew.
3. Representing *will* in indirect discourse : He said he *would do* it ("I *will do* it"); I thought you *would be* late ("You *will be* late").
4. As principal verb : He *would not* (was not willing to) tell.
5. Wish : *Would* that the night were come.

1, 3, and 4 are in the indicative. 1 may be parsed as an equivalent of the past indicative. In 2 and 5 the mood is subjunctive.

174. Should (past tense of *shall*):—

1. Obligation, duty : You *should* (ought to) write home every week.
2. Unreal conditional : I *should tell* you, if I knew.
3. Representing *shall* in indirect discourse : I thought I *should freeze* ("I *shall freeze*").
4. Equivalent of present subjunctive : It is best that he *should remain* (that he *remain*); If I *should see* him to-morrow (If I *see* him to-morrow).

5. Equivalent of past indicative: Whom *should* I *meet* (did I meet). What *should* he *do* (did he do).

"When the priest *should ask*" — "Taming of the Shrew" — (asked, Anglo-Saxon *sceolde ascian*).

1, 3, 5 are in the indicative: 2 and 4 are equivalents of the subjunctive.

175. *Must*. — In origin a past tense, but now used as a present. In "We *must* obey the law," *must* should be parsed as a verb in the indicative; *obey*, as infinitive. *Must*, when reference is made to past time, is followed by the perfect infinitive: You *must* have known him formerly.

CONDITIONAL PROPOSITIONS

176. Clauses expressing condition may be divided into three classes: *logical*, *ideal*, and *unreal*.

1. *Logical*. Employed for sake of argument — if one thing is so, then another thing is so. No doubt is expressed. The mood is *indicative*.

Examples: —

If he *is breathing*, he is living.

If he *says* that, he lies.

If there *is* a God, he is just.

If that thou *beest* a Roman, take it forth.

If thou *beest* he . . . thou seest.

If it *was* you, then I have nothing more to say.

If she *was* without love, she was without hate.

2. *Ideal*. A mere supposition, may or may not be true. Doubt is implied, and the mood is *subjunctive*.

Examples: —

If there *be* a God, he ought to be just.

If thou *do* these things, show thyself to the world.

If it *assume* (*should assume*) my noble father's person, I'll speak to it

Instead of the *subjunctive* according to theory, in modern English the *indicative* is more commonly used, even in mere suppositions; as, "If it *rains* to-morrow, I shall not go;" "If he *is* at home, tell him to send the book." The more modern equivalents of the ideal subjunctive are also in common use: "If you *should see* him, let me know"; "If he *should return*, he would be arrested."

3. *Unreal*. Condition not fulfilled. The past subjunctive is used to express unreality in the present time; the past perfect, unreality in the past.

Examples:—

If I *were* you, I should go.

If he *were* here, he could speak for himself.

If I *knew*, I would tell you.

If I *had been* in your place, I should have done so.

If he *had been* here, he could have spoken for himself.

If I *had known*, I would have told you.

EXERCISE 72

Parse the verbs and verb-phrases:—

1. I cannot tell where he is. 2. You may go to-morrow. 3. My fingers are so numb I cannot write. 4. May your shadow never grow less! 5. I could not see my hand before my face. 6. He may return sooner than you think. 7. I would help you if I could. 8. I hope you may succeed. 9. Enjoy your holiday while you may. 10. You may have been mistaken. 11. He might have answered more politely. 12. They feared they might lose their way. 13. I thought he would be here before this. 14. It is better that I should stay where I am. 15. The old sailor would entertain us for hours with stories of his early life. 16. If he had stuck to it, he could have made his fortune. 17. He would not answer my question. 18. We should do to others as we would that they should do to us. 19. When seven o'clock came he would shoulder his axe and go to the woods. 20. If he should not be at home, leave a message for him. 21. He gave orders that the spy should be shot at daybreak. 22. If he has my mail, I will turn back home. 23. If you had a message for me, why didn't you deliver it sooner? 24. If I were not busy to-day I should go hunting. 25. If I

had seen him, I should have told him. 26. If I see him to-morrow, I will tell him. 27. If I had been there, he would not have escaped. 28. Had he known it earlier he could have saved you the trouble.

USES OF *SHALL* AND *WILL*

177. *Shall* and *will* are auxiliaries of tense when they denote futurity (see p. 110); otherwise they are principal verbs with complementary infinitive, *will* in the first person denoting *volition* or *determination*, *shall* in the second and third persons denoting *promise* or *compulsion*. As these words are often misused, the following table¹ is given to show in what ways they may be correctly used.

TO EXPRESS	1ST PERS.	2D AND 3D PERS.	EXAMPLES
1. Futurity	shall	will	{ I <i>shall</i> come to-morrow. You <i>will</i> get back late. He <i>will</i> arrive first.
2. Question	shall	shall, will	{ Shall I pass? Shall you pass? Will he pass?
3. Determination	will	will	{ I <i>will</i> have my own way. You <i>will</i> have your own way. He <i>will</i> have his own way.
4. Promise	will	shall	{ I <i>will</i> pay you to-morrow. You <i>shall</i> be paid to-morrow. He <i>shall</i> be paid to-morrow.
5. Compulsion	shall	shall	{ He says I <i>shall</i> do it. Thou <i>shalt</i> not steal. He <i>shall</i> surely die.

¹From West's "English Grammar."

THE INFINITIVE

178. The Infinitive, although it has the *meaning* of the verb, denoting an act or a state, has not the *function* of the verb, that is, it does not of itself predicate anything of a subject. As we have seen in Part II, the verb which predicates something of a subject is limited to agree with that subject, and hence is called *finite* (limited). But the infinitive is used only as adjunct or complement of the predicate, or as object or subject of a verb, or with the auxiliaries to form tenses, or as modifier of nouns, or adjectives, or adverbs, — not as the verb proper of a sentence.

Primarily, the infinitive denotes the act or state expressed by the verb put in the form of a noun ; and most, though not all, of its uses may be traced back to this noun use. Some of them, however, are distinct from the uses of ordinary nouns ; others are equivalent to prepositional phrases.

179. Omission of *to*. — The infinitive is usually preceded by *to*, which has come to be regarded as a part of it. But the infinitive is used without *to* : —

1. After *do*, *will*, *shall*, *may*, *can*, *must*, usually after certain other verbs such as *bid*, *dare*, *need*, *let*, *see*, *hear*, *make*, *feel*, *help*, *have* (= cause), and sometimes after *please* and *go* : —

Go *see* where he is.

Please *tell* him to come at once.

Will you *make* him *come*?

You dare not *do* it.

You need not *wait*.

Bid him *make* haste.

I heard him *call*.

When the verb upon which the infinitive depends is in the passive voice, the *to* is regularly used : —

He was heard *to say* it.

He was seen *to do* it.

2. In certain idioms.

(1) After *had rather*, *had better*, *had as lief*, etc. : —

I had rather *be* a doorkeeper.

You had better *go* and *see*.

(2) In certain elliptical phrases.

(a) Of comparison : —

As well *pay* now as later.

Better *do* it now than *put* it off till to-morrow.

(b) Exclamatory and interrogative : —

What ! *be* gone all day and not *catch* a fish !

Why not *tell* him ?

(c) After *but* : —

He cannot choose but *hear*.

We can but *try*.

180. Uses of the Infinitive. — The Infinitive may be used : —

1. As subject : —

To err is human.

To be contents his natural desire.

2. As predicate noun (predicate nominative) : —

To see is *to believe*.

To know her is *to love* her.

3. As object of a transitive verb : —

I like *to read* Kipling's stories.

He preferred *to stay* at home.

She intends *to teach*.

I hate *to see* him act so.

4. After the prepositions *about*, *but*, *except* : —

They were about *to leave*.

There was nothing left for me but *to give* my consent.

He did nothing but *read*.

He cared for nothing except *to make* money.

5. To modify or complete the meaning of verbs, nouns, adjectives, and adverbs. In these uses it may be parsed as a *complementary infinitive* to the word it limits.

(a) After verbs, to express purpose, consequence, and the like : —

He came *to see* us.

It came *to pass*.

He was ordered *to surrender*.

They rejoiced *to hear* of it.

(b) After nouns : —

They had no rule *to go* by.

Jones has a fine horse *to sell*.

Give me something *to eat*.

I have no desire *to offend* you.

(c) After adjectives : —

I am glad *to see* you.

Are you ready *to start*.

She is hard *to please*.

He was the first *to speak*.

(d) After adverbs : —

He was not strong enough *to lift* it.

They arrived too late *to catch* the train.

Be so good as *to answer* at once.

6. After certain verbs the infinitive, preceded by a noun or pronoun in the objective case, forms with it a substantive phrase, the whole to be regarded as the object of the verb : —

I saw *him fall*.

She asked *him to come*.

He ordered *the regiment to advance*.

In the passive construction the infinitive is retained, and may be parsed as complementary infinitive:—

The regiment was ordered *to advance*.

7. In parenthetical phrases:—

To be sure, I have not known him long.

He is not a scholar, so *to speak*, but he is well read.

To tell you the truth, I do not like him.

8. In exclamations:—

I, *to desist* from my purpose? Never!

I, *to herd* with narrow foreheads!

He *turn* traitor?

EXERCISE 73

Parse the infinitives:—

1. They bade him be gone. 2. May it please your highness sit?
3. What makes that ship drive on so fast? 4. You need but gaze on Ellen's eye. 5. I think Captain Channel had better hasten home. 6. Like the Chaldean, he could watch the stars. 7. To be good is to be happy. 8. He sought to slay Moses. 9. I purpose to write the history of England. 10. He frankly avowed himself to be Wilfred of Ivanhoe. 11. There is no time to waste. 12. I have the wish, but want the will to act. 13. What's to come is still unsure. 14. At my age, to talk to me of such stuff! 15. I came to save, and not destroy. 16. What had he done to make him fly the land? 17. Such a one do I remember, whom to look at was to love. 18. Well,—to make a long story short,—he won the race. 19. If you have tears, prepare to shed them now. 20. I must not have you question me. 21. Let us go visit Faustus. 22. I am shamed through all my nature to have loved so slight a thing.

23. He resolved, rather than yield,
To die with honor in the field.

24. The mariners all 'gan work the ropes
Where they were wont to do.
25. No sleep till morn, when Youth and Pleasure meet
To chase the glowing hours with flying feet.
26. This quiet sail is as a noiseless wing
To waft me from distraction.
27. I cannot bear
The murmur of this lake to hear.
28. Forward, forward let us range;
Let the great world spin forever down the ringing grooves
of change.
29. Thou art alive still while thy book doth live,
And we have wits to read, and praise to give.
30. Fair daffodils, we weep to see
You haste away so soon.
31. I still had hopes, my long vexations past,
Here to return, and die at home at last.
32. Far other aims his heart had learned to prize,
More skilled to raise the wretched than to rise.
33. Even now, methinks, as pondering here I stand,
I see the rural virtues leave the land.
34. Behold surrounding kings their powers combine,
And one capitulate, and one resign.
35. Who could refrain
That had a heart to love, and in that heart
Courage to make's love known?
36. This man is freed from servile bands
Of hope to rise or fear to fall;
Lord of himself, though not of lands,
And having nothing, yet hath all.
37. Teach me, my God and King,
In all things Thee to see,
And what I do in anything
To do it as to Thee.

38. Sometimes a-dropping from the sky
 I heard the skylark sing ;
 Sometimes all little birds that are,
 How they seemed to fill the sea and air
 With their sweet jargoning !

VERBAL NOUNS AND PARTICIPLES

181. Words formed from verbs by the ending *-ing* may be either present participles or nouns. To which class they belong must be determined by their use in the sentence. In "Seeing is believing," *seeing* and *believing* are nouns ; in "Seeing him fall, and believing him to be seriously hurt, I ran to help him," *seeing* and *believing* are participles.

182. Verbal Nouns. — Verbal Nouns in *-ing* may be divided into two classes :—

1. Those having the ordinary construction and inflection of nouns, but not the governing power of the verb :—

This is a true *saying*.

His *teachings* have had great influence.

I will do your *bidding*.

This was his *being's* end and aim.

I know all the *windings* of the river.

The royalists looked upon the *beheading* of the king as an impious act.

2. Those that take an object, a predicate noun or adjective, or other adjuncts of the verb :—

Making promises is not *keeping* them.

He enjoyed *reading* your letter.

I could not keep him from *breaking* the seal.

You cannot prevent his *going* home.

He is sure of *finding* friends enough.

They knew of his *having written* the letter.

183. Verbal nouns of the second class are commonly called **Gerunds**.

184. Confusion of Gerund and Participle. — The gerund is generally distinct from the participle in meaning and in construction. Thus, in "I saw him coming," *coming* is a participle belonging to *him*, the object of *saw*. In "I am sure of his coming in time," *coming* is a verbal noun in the objective case after *of*, and *his* is a possessive case modifying *coming*.

In the latter sentence the true substantive is the word expressing the action; it is the *coming* of which the speaker is sure; and the word that represents the subject of the action (I am sure that *he* will come) becomes merely an adjunct of the gerund, a possessive case.

The principle which calls for the possessive construction with the gerund is regularly observed when the subject of the action is represented by a pronoun; but in the case of nouns, some confusion has arisen in the language between the gerund and the participle, and in consequence we often find such expressions as "He could not prevent his *son going* to war," "Who ever heard of an *army superior* in numbers *retreating* without a blow?" where the verbal noun is treated as if it were a participle.

185. Participles. — Participles have already been defined as verbal adjectives. They stand in the same relation to other adjectives that verbal nouns do to other nouns. They may be used

1. Attributively: —

A smiling face. Written directions. The contracting parties.
The swelling river hurries to the sea.

In this use the participle is construed as a simple adjective, and admits only the adjuncts of the adjective, that is,

adverbs, but not objects and other verb modifiers. Some participles, however, admit what is really an object as a prefixed defining element—usually united with the participle by a hyphen: A *god-fearing* man. *Ear-piercing* shrieks were heard.

The participle in this use sometimes stands without its noun (see 80): The *exalted* are brought low. The *loving* are the *daring*.

2. Appositively (see 159, 2): —

Banners *bearing* strange devices floated from the gables.
We forded several streams *swollen* by the recent rains.
Defeated in his attempts, he abandoned his purpose.

3. As a part of the predicate: —

(a) As predicate adjective, agreeing with the subject: —

They were *talking*. I have been *considering* the matter. You are *invited* to attend. She became *acquainted* with him later.

(b) As predicate adjective, agreeing with the object: —

I heard them *talking*. He left the town well *fortified* and *provisioned*. John is having a new coat *made*.

(c) Adverbially: —

They came *running*. He went *whistling* down the road.

Observe that in this use the participle, though construed with the subject, has the value of a predicate modifier—an adverb phrase or clause.

In uses 2 and 3 the participle may take all the adjuncts of the verb from which it is formed.

4. Absolutely, with a noun or pronoun in the nominative case: —

The *secretary being* absent, no business was done.
The *weather permitting*, I shall sail to-morrow.
She consenting, we took a long walk.

The participle *being* is often omitted: *Breakfast (being) over, they started*.

186. Use of the Participle in Verb Phrases. — The predicate use of the present participle with the auxiliary *be* forms the continuous or progressive tenses; and the like use of the perfect participle with the same auxiliary forms the passive voice (rarely, the perfect and past perfect of intransitive verbs): —

We are working.

The house has been sold.

He is gone.

The perfect participle with the auxiliary *have* is used to form the perfect and past perfect tenses: —

I have seen him.

They had not been there long.

These verb phrases, however, should, in analyzing, be parsed as grammatical units.

EXERCISE 74

Parse the verbal nouns and the participles: —

1. The children stood watching them out of the town.
2. There is nothing either good or bad but thinking makes it so.
3. Nothing except a battle lost can be half so melancholy as a battle won.
4. But Satan now is wiser than of yore,
And tempts by making rich, not making poor.
5. Leave writing plays, and choose for thy command
Some peaceful province in Acrostic-Land.
6. Deign on the passing world to turn thine eyes,
And pause a while from learning to be wise.
7. The dancing pair, that simply sought renown,
By holding out to tire each other down.

8. He with his horrid crew
Lay vanquished, rolling in the fiery gulf,
Confounded though immortal.
9. I am in blood
Stepped in so far that, should I wade no more,
Returning were as tedious as go o'er.
10. Here lay Duncan,
His silver skin laced with his golden blood ;
And his gashed stabs looked like a breach in nature,
For ruin's wasteful entrance.
11. Let us, then, be up and doing,
 With a heart for any fate ;
Still achieving, still pursuing,
 Learn to labor and to wait.
12. Thou comest not when violets lean
O'er wandering brooks and springs unseen,
Or columbines, in purple dressed,
Nod o'er the ground-bird's hidden nest.
13. For a cap and bells our lives we pay,
Bubbles we buy with a whole soul's tasking ;
'Tis Heaven alone that is given away,
'Tis only God may be had for the asking.
14. In vain we call old notions fudge,
And bend our conscience to our dealing ;
The Ten Commandments will not budge,
And stealing will continue stealing.
15. While I nodded, nearly napping, suddenly there came a tapping,
As of some one gently rapping, rapping at my chamber door.
16. Back into the chamber turning, all my soul within me burning,
Soon again I heard a tapping, somewhat louder than before.
17. But, scarce observed, the knowing and the bold
Fall in the general massacre of gold ;
Wide-wasting pest ! that rages unconfined,
And crowds with crime the records of mankind ;

For gold his sword the hireling ruffian draws,
For gold the hireling judge distorts the laws;
Wealth heaped on wealth nor truth nor safety buys,
The dangers gather as the treasures rise.

18. Our actions, depending upon ourselves, may be controlled, while the powers of thinking, originating in higher causes, cannot always be moulded to our wishes.

GENERAL REVIEW

Miscellaneous examples for parsing and analysis:—

1. The armaments which thunderstrike the walls
Of rock-built cities, bidding nations quake,
And monarchs tremble in their capitals,
The oak leviathans, whose huge ribs make
Their clay creator the vain title take
Of lord of thee and arbiter of war—
These are thy toys, and, as the snowy flake,
They melt into thy yeast of waves, which mar
Alike the Armada's pride, or spoils of Trafalgar. — BYRON.
2. The world is too much with us: late and soon,
Getting and spending, we lay waste our powers;
Little we see in Nature that is ours;
We have given our hearts away, a sordid boon!
The Sea that bares her bosom to the moon;
The winds that will be howling at all hours,
And are up-gathered now like sleeping flowers;
For this, for everything, we are out of tune;
It moves us not. Great God! I'd rather be
A Pagan suckled in a creed outworn;
So might I, standing on this pleasant lea,
Have glimpses that would make me less forlorn;
Have sight of Proteus rising from the sea;
Or hear old Triton blow his wreathèd horn. — WORDSWORTH
3. I bring fresh showers for the thirsting flowers,
From the seas and the streams;
I bear light shade for the leaves when laid
In their noon-day dreams.

From my wings are shaken the dews that waken
 The sweet buds every one,
 When rocked to rest on their mother's breast,
 As she dances about the sun.
 I wield the flail of the lashing hail,
 And whiten the green plains under,
 And then again I dissolve it in rain
 And laugh as I pass in thunder. — SHELLEY.

4. Now glory to the Lord of Hosts, from whom all glories are !
 And glory to our Sovereign Liege, King Henry of Navarre !
 Now let there be the merry sound of music and of dance,
 Through thy corn-fields green and sunny vines, O pleasant land of
 France !

And thou, Rochelle, our own Rochelle, proud city of the waters,
 Again let rapture light the eyes of all thy mourning daughters.
 As thou wert constant in our ills, be joyous in our joy ;
 For cold and stiff and still are they who wrought thy walls annoy.
 Hurrah ! hurrah ! a single field hath turned the chance of war !
 Hurrah ! hurrah ! for Ivry and King Henry of Navarre ! — MACAULAY.

5. So said he, and the barge with oar and sail
 Moved from the brink, like some full-breasted swan
 That, fluting a wild carol ere her death,
 Ruffles her pure cold plume, and takes the flood
 With swarthy webs. Long stood Sir Bedivere
 Revolving many memories, till the hull
 Looked one black dot against the verge of dawn,
 And on the mere the wailing died away. — TENNYSON.

6. How sweet the moonlight sleeps upon this bank !
 Here will we sit, and let the sounds of music
 Creep in our ears : soft stillness and the night
 Become the touches of sweet harmony.
 Sit, Jessica. Look how the floor of heaven
 Is thick inlaid with patines of bright gold :
 There's not the smallest orb which thou behold'st
 But in his motion like an angel sings,
 Still quiring to the young-eyed cherubins ;
 Such harmony is in immortal souls ;

But whilst this muddy vesture of decay
Doth grossly close it in, we cannot hear it. — SHAKSPERE

7. For I have learned
To look on nature, not as in the hour
Of thoughtless youth ; but hearing oftentimes
The still, sad music of humanity,
Nor harsh nor grating, though of ample power
To chasten and subdue. And I have felt
A presence that disturbs me with the joy
Of elevated thoughts ; a sense sublime
Of something far more deeply interfused,
Whose dwelling is the light of setting suns,
And the round ocean, and the living air,
And the blue sky, and in the mind of man :
A motion and a spirit, that impels
All thinking things, all objects of all thought,
And rolls through all things. — WORDSWORTH.
8. He will watch from dawn to gloom
The lake-reflected sun illumine
The yellow bees in the ivy-bloom,
Nor heed nor see what things they be ;
But from these create he can
Forms more real than living man,
Nurslings of immortality. — SHELLEY.
9. St. Agnes' Eve — ah, bitter chill it was !
The owl, for all his feathers, was a-cold ;
The hare limped trembling through the frozen grass,
And silent was the flock in woolly fold ;
Numb were the Beadsman's fingers, while he told
His rosary, and while his frosted breath,
Like pious incense from a censer old,
Seemed taking flight for heaven without a death,
Past the sweet Virgin's picture, while his prayer he saith. — KEATS.
10. Near yonder copse, where once the garden smiled,
And still where many a garden flower grows wild :
There, where a few torn shrubs the place disclose,
The village preacher's modest mansion rose.

A man he was to all the country dear,
And passing rich with forty pounds a year :
Remote from towns he ran his godly race,
Nor e'er had changed, nor wished to change his place ;
Unpractised he to fawn, or seek for power,
By doctrines fashioned to the varying hour ;
For other aims his heart had learned to prize,
More skilled to raise the wretched than to rise. — GOLDSMITH.

11. Fame is the spur that the clear spirit doth raise,
That last infirmity of noble minds,
To scorn delights, and live laborious days ;
But the fair guerdon when we hope to find,
And think to burst out into sudden blaze,
Comes the blind Fury, with the abhorred shears,
And slits the thin-spun life. — MILTON.

12. How sleep the brave who sink to rest,
By all their country's wishes blest !
When spring, with dewy fingers cold,
Returns to deck their hallowed mould,
She there shall dress a sweeter sod
Than fancy's feet have ever trod.
By fairy hands their knell is rung ;
By forms unseen their dirge is sung ;
There honor comes, a pilgrim gray,
To bless the turf that wraps their clay ;
And freedom shall awhile repair,
To dwell, a weeping hermit, there ! — COLLINS.

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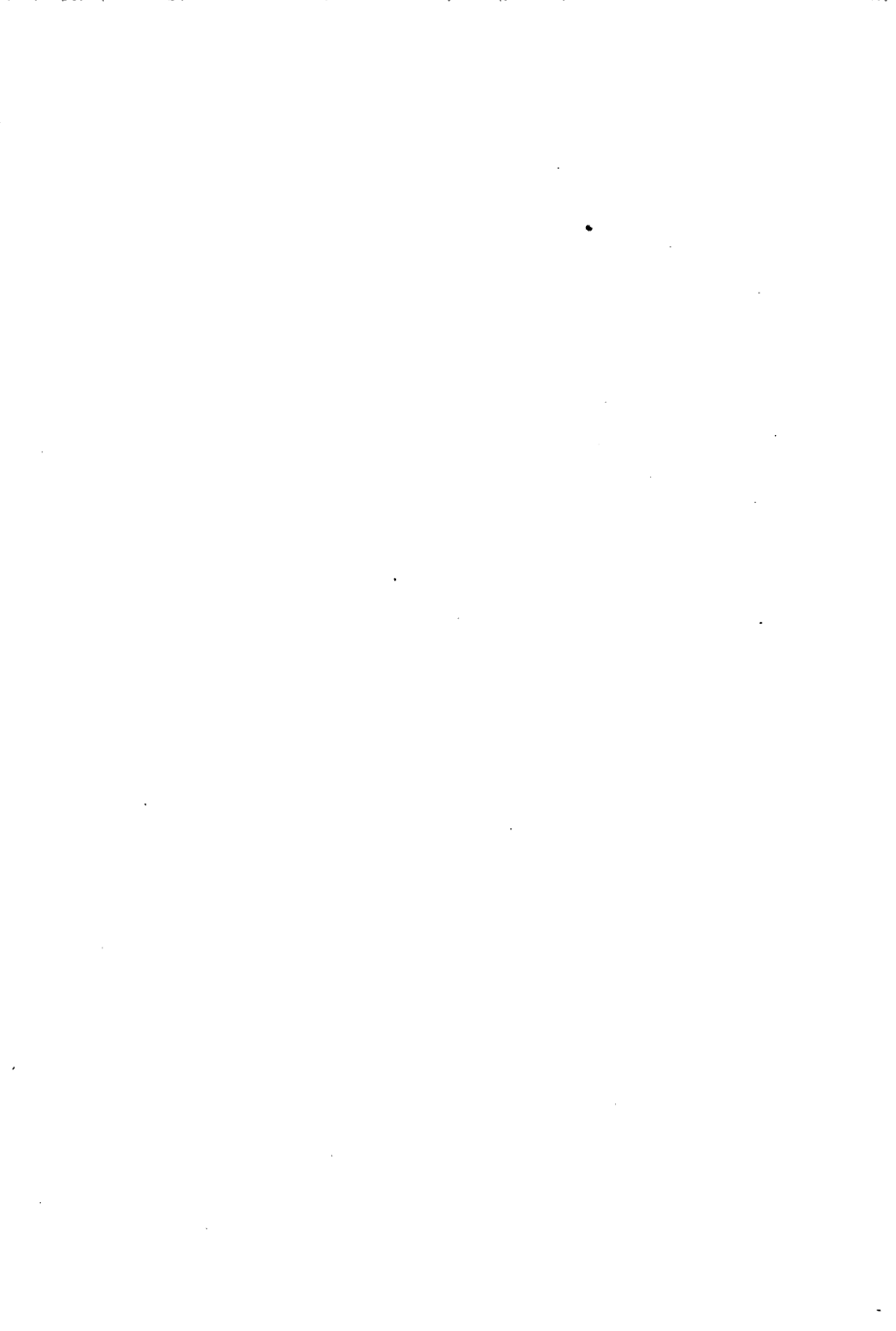
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